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ABSTRACT

Graphic materials transmit information through drawings, diagrams, and symbols other than words. Theme 2 of the reading section of the National Assessment was divided into four subthemes, each representing a set of related exercises: (1) interpreting drawings and pictures; (2) reading signs and labels; (3) reading charts, maps, and graphs; and (4) reading forms. Most of the exercises in subtheme 1 were simple pictures or cartoons, and respondents were asked questions about the information the materials contained. Because of their low level of sophistication, these exercises were administered primarily to 9 and 13 year olds. Subthemes 2 through 4 covered a wide range of interaction between words and diagrams or drawings. The chapters included in the report are "Theme 2: Graphic Materials," "Summary of Results," "Results for 9 Year Olds." "Results for 13 Year Olds," "Results for 17 Year Olds," "Results for Young Adults," and "Performance on Exercises Overlapping Two or More Age Groups." (Sample exercises and some charts may not reproduce well due to type size.) (WR)

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GRAPHIC MATERIALS

1970-71 Assessment

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

A Project of the Education Commission of the States

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Theme 2, Reading

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INTRODUCTION TO THE READING THEMES

The results for the Year 02 assessment (Reading and Literature) are the first to be reported by theme. Conceptually, a theme defines a set of existing and potential exercises that relate to each other in content or some central idea that is meaningful to the subject area of concern. This format allows the presentation of all relevant results for each theme in a single report. The eight Reading themes are described briefly at the end of this introduction.

Reading, Reading Behaviors and Reading Materials

In its broadest sense, "reading" can range from a fortune teller's reading tea leaves or a person reading another's facial expression to more conventional notions such as reading diagrams or reading short stories. National Assessment's definition of reading is both narrower and closer to the latter examples; National Assessment is concerned only with those reading skills usually taught in the schools and the kinds of reading materials we expect people commonly use.

It is not unusual for people to encounter many kinds of reading materials (ranging from books to graphs) and read them in different ways for different purposes. A table or chart may be read to find a single fact, for example, a newspaper's editorial may be read to critically appraise a point of view. Not surprisingly, the particular reading skills (which are also called reading behaviors) used change with the purpose for the reading and the materials being read. Francis Bacon summarized the issues of reading skills, purposes and materials in a passage in his essays "Of Studies":

> Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read but not curiously; and some few to be read wholly, and with diligence and attention. . . Reading maketh a full man; . . . therefore, . . . if [a man] read little, he had need have much cunning, to seem to know that he doth not.

Clearly, some reading materials neither require nor merit a deep, penetrating study involving the more sophisticated, higher level reading behaviors. Extending the Bacon quote, we might say that a "good" reader can discriminate between those materials that are best read shallowly and those requiring a reading in depth. And when he finds a work that needs to be "chewed and digested," he can do it effectively. A "poor" reader, on the other hand, can only cope with the shallower types of reading materials and can only taste the upper layers of deeper ones.

Reading Themes

The Reading themes cover both a variety of reading materials and the behaviors the materials require. The themes were developed by members of the National Assessment staff and reading specialists. The themes each represent a homogenous set of Reading exercises believed to be of interest to lay persons, scholars and educators who are concerned with the reading skills of various groups of young Americans.[1] The themes have been numbered so that lower numbers designate lower order reading skills while the higher numbers indicate high order ones. The increasing complexity of skills in higher numbered themes should become clear in the brief descriptions of the Reading themes that follow. A more detailed description of each theme appears in Chapter 1 of the report for that theme.

Theme 1: Understand Words and Word Relationships

Since most reading materials contain words, a reader must know the meanings of words and the way words relate to one another to form a meaningful sentence or paragraph. Understanding words and word relationships was examined in three ways: one required the respondent to give the meaning of a word in isolation; a second type required the respondent to figure out the meaning of a word from its contextual use; and a third required the respondent to recognize when sets of words combined to form a meaningful composite.

Themes 2-5

A "good" reader is able to do more than recognize words and word relationships. He is also able to locate important facts in many types of materials. Themes 2-5 are all concerned with the way people identify important facts in reading materials differing in both their nature and the reading skills they required.

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[1] See Chapter 3, General Information Yearbook (Report 02-GIY).

Theme 2: Graphic Materials

Subtheme A. Interpret drawings and pictures
Subtheme B. Read signs and labels
Subtheme C. Read charts, maps and graphs
Subtheme D. Read forms

Theme 2 uses a variety of formats other than poetry or prose to convey messages. These graphic materials can be used either in the absence of words and sentences, or they can be used with explanatory or clarifying prose.

Theme 3: Written Directions

Subtheme A. Understand written directions
Subtheme B. Carry out written directions

Directions are information-giving materials that tell how to do something. The subtheme understand written directions required only that an individual indicate that he could do what the directions state, given the opportunity. The subtheme carry out written directions required the individual to actually perform whatever the directions said.

Theme 4: Reference Materials

Subtheme A. Know appropriate reference sources
Subtheme B. Use reference materials effectively

In order to find information in reference materials, a reader must know which type of reference to consult for a specific kind of information. Knowing where to look for particular kinds of information was the basis for the subtheme know appropriate reference sources. Once the appropriate source was located, an individual had to be able to locate the desired information, that is, use reference materials effectively, the second subtheme.

Theme 5: Read for Significant Facts in Passages

This theme required the most concrete level of behavior toward line-by-line prose. Some exercises in this theme required the reader to extract certain facts from a passage while reading it. Other exercises required the individual to recall certain facts from a passage he had finished reading. Still other exercises required a person to see the ways in which various facts related to each other.

Themes 6-8

Anyone who can successfully locate important facts in the types of materials described in Themes 2-5 should be able to read adequately. A good reader, though, goes beyond locating facts in the things he reads; he is able to use higher level reading skills in attacking reading materials, skills described in Themes 6-8. Most of the exercises for these themes involved line-by-line prose, but some represented materials like those in Themes 2-4.

Theme 6: Main Ideas and Organization

Identifying the main idea of a passage or discovering the passage's organization requires a higher level of comprehension than merely locating important facts. Some exercises required the reader to identify the main idea expressed in a passage either by suggesting an appropriate title or by identifying the point the author was attempting to make. Other exercises required the individual to identify the way the author had organized the facts in the passage.

Theme 7: Drawing Inferences

Drawing inferences required an individual to draw a conclusion not explicitly stated in the passage but one that could be expected based on the organization of the passage and the information it contained. For some exercises, the individual needed only the information in the passage to derive a conclusion; for others, he also needed to have some additional information based upon his prior experiences.

Theme 8: Critical Reading

Critical reading required the highest level of reading behavior--analysis and reasoning. In addition, it required a reaction to or an opinion about the passage. Critical reading represents a deep interaction between author and reader that can lead to an understanding greater than the contribution of either party.

METHODS OF DESCRIBING THE DATA

How to Understand National Assessment Data: The General Information Yearbook

In order to better understand the information in this report, you may want to read about the procedures National Assessment used in collecting, analyzing and reporting these data. That information is available in the General Information Yearbook (Report 02-GIY). The Yearbook also describes the origin, purposes and goals of National Assessment and the philosophy of assessment as contrasted to standardized testing.

Describing the Data

This report contains results for people at four age levels (ages 9, 13, 17 and young adult, aged 26-35). Within each age level, we have also provided results for groups of people: persons from four regions of the country (Northeast, Southeast, Central and West),[1] people of both sexes (male and female), two colors (Black and White), four levels of parental education (i.e., people whose parents had no high school, had some high school, graduated from high school and obtained post high school experience), and (for 9-, 13- and 17-year-olds still in school) seven sizes and types of communities (the seven are extreme inner city, extreme rural, small city, medium city, rest of big city, suburban fringe and extreme affluent suburb). Type of community information was not available for those in the out-of-school assessment (young adults and some 17-year-olds not enrolled in school) so that only the results for four sizes of community (big city, small city, medium city and urban fringe) are reported for young adults.

Results for each of the groups described in the preceding paragraph are given for each exercise. Most exercises call for answers that can be scored as "correct" or "incorrect" while others have some "best" or "most desirable" answers. The generic term for "correct," "best" or "most desirable" is acceptable, and we use the terms rate, level or percentage of success to describe the percent of the population who could be expected to give the acceptable answer to an exercise.[2] Percentages of success on each exercise are given for an age level (i.e., the nation as a whole at that age) and for each of the groups within the age level (e.g., males).

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[1] See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of terms described in this paragraph.

When the percentage of success for each group is compared with the percentage of success nationally, the number obtained is called an effect; an effect is the difference between the percent of success for a group of people and the percent of success for the nation as a whole. Using those living in the Northeast as an example, the Northeast effect is:

Northeast Effect = Northeast % of Success - National % of Success

A positive effect (i.e., an effect having a value greater than zero) means that a larger percentage of individuals in the group in question gave acceptable answers to an exercise than did in the nation as a whole. For example, if 74% of 13-year-olds in the Northeast and 68% of the 13-year-olds nationally gave acceptable answers, the Northeast effect for 13-year-olds would be:

Northeast Effect	=	Northeast % of Success	-	National % of Success
6%	=	74%	-	68%

A negative effect (i.e., an effect having value less than zero) means that a smaller percentage of individuals in a particular group had acceptable answers for an exercise than did in the nation as a whole. Thus, if 52% of 9-year-olds in the Northeast and 60% of 9-year-olds nationally gave acceptable answers, the Northeast effect for 9-year-olds would be:

Northeast Effect	=	Northeast % of Success	-	National % of Success
-8%	=	52%	-	60%

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[2] National Assessment infers the way entire groups of people (such as 9-year-olds from the Northeast) would do based on the performances of samples of individuals. This point will be spelled out in greater detail later in this chapter under the heading Limitations of the Data.

Limitations of the Data

The National Assessment of Educational Progress was created to provide data about the educational achievement of groups of young Americans in 10 subject areas.[3] Within the limits of error due to measurement and sampling,[4] the data presented in National Assessment reports describe the educational achievements of the groups listed earlier under the heading, Describing the Data. There are limitations, though, to the descriptions our data provide. Consider the following:

Even though we refer to the difference observed between the achievement for a group and the nation as a group's effect, it is not true that a cause and effect relationship exists between the group and its level of achievement. For example, it is not possible to say that a positive Northeast effect is due to the fact that the people in the group came from the Northeast, that living in the Northeast leads to high rates of academic achievement. Rather, our use of the term effect comes from the word's statistical usage: the difference between the typical level of performance for one group and the typical level of performance for all groups. National Assessment was not designed to provide reasons for differences between group and national levels of success; its purpose is only to estimate such differences, leaving the interpretation of the differences to others--such as the readers of these reports.

Many factors affect the educational achievements of people in different groups. Consider, for example, a group whose achievement is well above the national level. Members of the group may attend schools having excellent physical facilities and high quality faculties, they may be members of advantaged families, they may have access to books and magazines at home and they may be encouraged by their parents to succeed academically. All these factors--and others not listed here--could contribute to the group's high level of achievement without even considering whatever the group's name represents. In other words, the name of a group is merely a label, and the characteristic it indicates

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[3] Art, Career and Occupational Development, Citizenship, Literature, Mathematics, Music, Reading, Science, Social Studies and Writing.

[4] When data are obtained from samples of entire populations, it is improbable that the numbers we obtain are exactly the same as we would have obtained from the entire population. See the General Information Yearbook, Chapter 10 and Appendix C (Report 02-GIY) for a discussion of sampling error and the related concept, standard error.

(e.g., a region or sex) cannot be taken as *the* cause or even *a* cause for the group's level of achievement.

Further, the question of causality may be confused by a disproportionately large percentage of members of one group also being members of other kinds of groups (e.g., there are more people whose parents had no high school in rural areas than in affluent suburbs). To what degree is the performance of rural areas or affluent suburbs due to parental education?

We stated that the aim of National Assessment is to describe the educational achievement of entire groups of people. In making those descriptions, we do not collect data from all members of any group--that would be too expensive. Rather, we obtain data from carefully selected representative samples (in a manner similar to those used by the Harris or Roper polls) and we make inferences about entire groups based on the educational achievements of people in the samples. Sampling statisticians have shown that this procedure works, though data from carefully selected representative samples are subject to error. We've used statistical procedures to determine the probable extent of these *sampling errors*. These errors are taken into account in evaluating the effects for each group: these errors are considered when decisions are made about whether an effect is large enough to be important. This point will be considered in detail shortly.

When we looked at a group's effects on a set of exercises, our first concern was whether the effects were positive or negative: we needed to know the *direction* of the group relative to the nation as a whole. And then (since the values we have came from *samples* of persons), we asked how likely it was that the percentage of success for the group (e.g., *everyone* from the Northeast) was different from the national value. This is done simply; we assumed that if a group's percentage of success was equal to the national value, the effect for the group would be zero. More accurately, the sample's effects would be *close* to zero, with random error accounting for the sample effect not being exactly zero. All we needed to do, then, was look to see if the effect for the sample was close to zero: if it was, we said that it was *likely* that the sample of people who took the exercise came from a population (e.g., the Northeast) having a percentage of success the same as the one for the nation; if the effect was *not* close to zero (i.e., the value was large and negative or large and positive), we said it was *unlikely* that the sample came from a group whose percentage of success equalled that for the nation. When the latter case occurred, the population effect was said to differ *reliably* from zero. Translated into common parlance, this meant that we believed the percentage of success for the group in question was not equal to the percentage of success for the nation as a whole. In the exhibits, i.e., the tables, in this report, reliable differences are indicated with an asterisk (*).

The only question that remains to be answered is "how far from zero must an effect be before it can be said to indicate a reliable difference?" The procedure for answering this question is based on a statistic called a standard error that can be used to tell how likely it is that a sample came from a population having an effect of zero. We believed that it was unlikely that the population effect was zero if the sample effect was not within two standard errors of zero. Conversely, we believed that if the sample effect was within two standard errors of zero, it was likely that the population effect might be zero. The term reliably different describes groups whose effects were not likely to be zero. We believe that there is less than 1 chance in 20 that they are zero, since inferential statistics indicates only 5 times in 100 will a population having an effect of zero have a sample whose effect is two standard errors larger or smaller than zero. Finally, when effects differ reliably from zero, we looked at the sign of the effect to determine its direction: a positive sign (which is dropped by convention from positive numbers) indicated that the group's effect was greater than zero (i.e., the group's percentage of success was above the national value); if it was negative, the percentage of success for the group was less than the one for the nation.

Unless an effect is reliable, it is possible that the size of the effect is due strictly to chance, not to a group's really being above or below the nation in academic achievement.

Summarizing the Data

Summary statements about a group's performance were derived from the group's specific effects on the individual exercises; however, it was often the case that such general statements did not adequately describe all of the effects for all exercises. This means you must be cautious in interpreting summary statements in the light of individual exercises; a group may have performed much better or much worse on a particular exercise than could be expected based on the group's performances on other exercises. We have indicated those exercises where a group behaved differently than we would have expected relative to its own overall performance.

In summarizing the data for a set of exercises, we have calculated a single statistic describing each group's overall performance relative to the national level. The statistic we have chosen is the group's median effect; it tells where the middle of the group's effects is located. That is, it indicates the point separating the top 50% of the effects from the bottom 50%. However, it would be misleading to say that a group's overall behavior is above or below the national level if its median effect is close to zero. As we have seen, it is possible that such a median differs from zero only because of random error; it is possible that this group's performance is really about equal to the nation's for exercises on this theme. The question again becomes one of determining whether the median is far enough from zero to consider the departure to be reliable. This question is answered by looking at individual effects.

We said earlier that we could place little weight on unreliable effects. However, even if effects were not reliable, when a large proportion of them were either above or below zero, we had an indication that the group's overall performance differed from the national level. Stated another way, we can say that the group's performance tended to be above or below the national level. If, in addition to having a large proportion of its effects occurring in one direction, a group had many reliable effects, we have an indication that the group's overall behavior differs strongly from the national level. National Assessment has used several rules to indicate when a group's overall behavior tends to be about the same as the national level, tends to differ weakly from the national level or differs strongly from the national level. They are:

1. A group's overall performance on a theme tended to be about the same as the national level if fewer than 75% of its effects for a set of exercises occurred either above the national level or if fewer than 75% fell below it. In other words, if at least 25% of a group's effects are positive (greater than zero) and at least 25% are negative (less than zero), the group's overall behavior is about the same as the national level.[5]

2. A group's overall performance on a theme tended to be above the national level if 75% or more of its effects were positive. In other words, if fewer than 25% of the group's effects were below the national level, the groups were said to have a positive tendency.

3. A group's overall performance on a theme tended to be below the national level if 75% or more of its effects were negative. In other words, if fewer

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[5] The points designating the upper and lower 25th centiles are called quartiles. For a more complete description of the quartiles, see the General Information Yearbook, Appendix E (Report 02-GIY).

than 25% of the group's effects were above the national level, the group was said to show a negative tendency.

4. A group's overall performance on a theme was characteristically above the national level if at least 75% of its effects were positive and if more than 50% of its effects were reliably greater than zero, i.e., the effects are more than two standard errors above the nation as a whole. This level of general performance is called a positive characteristic.

5. A group's overall performance on a theme was characteristically below the national level if at least 75% of its effects were negative and if more than 50% of its effects were reliably less than zero, i.e., the effects were more than two standard errors below the national value. Negative characteristic is the term applied to this level of performance.

Atypical Exercises

Looking for directional tendencies and characteristics provided a means of comparing each group's overall performance with performances nationally. Identifying tendencies and characteristics also helped locate exercises where groups scored much higher or lower than usual. These atypical exercises were located by comparing each effect for each exercise with the median effect for all the exercises for the group, and noting any exercise that was more than 2 1/2 pooled standard errors away (a pooled standard error is based on the standard errors for all the exercises in the theme[6]). Another way of looking at this situation is to say that any effect more than 2 1/2 pooled standard errors away from the median effect for the group was unlike the other effects for the group. When a group has an exceptional exercise, this report will contain a statement telling whether the group's performance was unusually better or worse than would be expected--given the median effect for the group.

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[6] Chapter 10 and Appendix C of the General Information Yearbook (Report 02-GIY) discuss the meaning and use of the standard error. Appendix C gives the formula for the pooled standard error we use.

CHAPTER 1

THEME 2: GRAPHIC MATERIALS

Graphic materials transmit information through drawings, diagrams and symbols other than words. Words may appear in graphic materials, but they do not carry the greatest burden of communication. A person who can read and understand graphic materials understands words and word relationships. But more importantly, he can comprehend the other symbols the materials contain.

Theme 2 is divided into four subthemes, each representing a set of related exercises:

A. Interpreting drawings and pictures
B. Reading signs and labels
C. Reading charts, maps and graphs
D. Reading forms

Most exercises in Subtheme A are simple pictures or cartoons, and respondents were asked questions about the information the materials contained. Because of their low level of sophistication, these exercises were administered primarily to 9- and 13-year-olds.

Subthemes B-D covered a wide range of interaction between words and diagrams or drawings. Exercises in Subtheme B asked respondents questions about information contained in signs or labels. Subtheme C--reading charts, maps and graphs--could be considered as part of Theme 4: Reference Materials, since an individual consults these materials in search of specific information. The process of finding information in these materials is a study skill. Subtheme D asked questions that could be answered by referring to forms (such as bills) that were included in the exercises.

CHAPTER 2

SUMMARY OF RESULTS

The two exhibits in this chapter summarize the results for Theme 2, results that are spelled out in detail in Chapters 3 through 6.

The two exhibits summarize the results in different ways. Exhibit 2-1 shows the median effects for each group at each age level.[1] Exhibit 2-2 indicates whether the effects for a group were generally below, at or above the national percentage of success. Those groups designated with a double plus (++) were characteristically above[2] the national value while groups identified with one plus (+) tended to be above that figure. Groups having a zero (0) had medians approximately at the national level while those with one minus sign (-) tended to be below the national value, and those having a double minus (--) were characteristically below the national percentage of success.

Results for the subthemes are displayed in the chapter for each age level.

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[1] Medians, effects and groups are all defined in the chapter on Methods of Describing the Data.

[2] The underscored terms are defined in the chapter on Methods of Describing the Data.

EXHIBIT 2-1. Median Effects for Groups at Each Age

Reporting Category	Group	Age 9	 13	 17	 Adult
Region					
	Southeast	-6.2	-4.2	-3.7	-7.2
	West	-.6	.1	.0	2.8
	Central	3.4	2.2	2.8	1.5
	Northeast	1.7	1.9	1.2	.2
Sex					
	Male	-1.3	-1.4	-1.3	2.0
	Female	1.3	1.3	1.3	-1.9
Race					
	Black	-15.8	-13.2	-13.2	-18.3
	White	2.6	2.5	1.8	2.5
Parental Education					
	No High School	-7.9	-8.4	-7.8	-6.2
	Some High School	-3.6	-3.5	-4.3	.1
	High School Graduate	.5	.6	.3	3.4
	Post High School	6.1	5.7	4.2	6.9
Size and Type of Community					
	Extreme Inner City	-9.9	-7.2	-6.6	
	Extreme Rural	-4.3	-3.7	-2.5	
	Small City	-.1	-.4	-1.1	
	Medium City	-.2	.7	.5	
	Rest of Big City	2.1	1.0	.7	
	Suburban Fringe	1.5	2.7	1.3	
	Extreme Inner City	7.8	4.4	4.9	
Size of Community					
	Big City				-3.2
	Small Place				.8
	Medium City				.8
	Urban Fringe				1.5

EXHIBIT 2-2. Tendencies and Characteristics for Groups at Each Age Level

Reporting Category	Group	Age 9	 13	 17	 Adult
Region					
	Southeast	--	--	--	--
	West	0	0	0	+
	Central	++	++	++	+
	Northeast	++	+	0	0
Sex					
	Male	0	0	-	0
	Female	0	0	+	0
Race					
	Black	--	--	--	--
	White	++	++	++	++
Parental Education					
	No High School	--	--	--	--
	Some High School	-	-	--	0
	High School Graduate	+	+	0	++
	Post High School	++	++	++	++
Size and Type of Community					
	Extreme Inner City	--	--	-	
	Extreme Rural	-	-	0	
	Small City	0	0	-	
	Medium City	0	0	0	
	Rest of Big City	0	0	0	
	Suburban Fringe	+	+	+	
	Extreme Inner City	++	++	++	
Size of Community					
	Big City				-
	Small Place				0
	Medium City				0
	Urban Fringe				0

CHAPTER 3

RESULTS FOR 9-YEAR-OLDS

The 9-year-olds who participated in the 1970-71 assessment of Reading were all born during the calendar year 1961. About three fourths of them were in the fourth grade and most of the others were in the third grade at the time of the assessment.

Generally speaking, 9-year-olds chose the acceptable response about 85% of the time on the 19 exercises in Theme 2, and their percentages of success on half of the exercises were between 74% and 89%. Another indication of their consistency can be seen in their performances on the subthemes (see Exhibit 3-1).

EXHIBIT 3-1. Performance on the Subthemes

Subtheme	Median Percentage of Success	Number of Effects
A. Interpreting drawings and pictures	87.6%	6
B. Reading signs and labels	84.9	7
C. Reading charts, maps and graphs	80.2	6
D. Reading forms	-	0
TOTAL	85.3%	19

Nine-year-olds from different regions of the country showed different median effects (see Exhibit 3-2). Children from the Northeast and Central regions showed a positive characteristic,[1]

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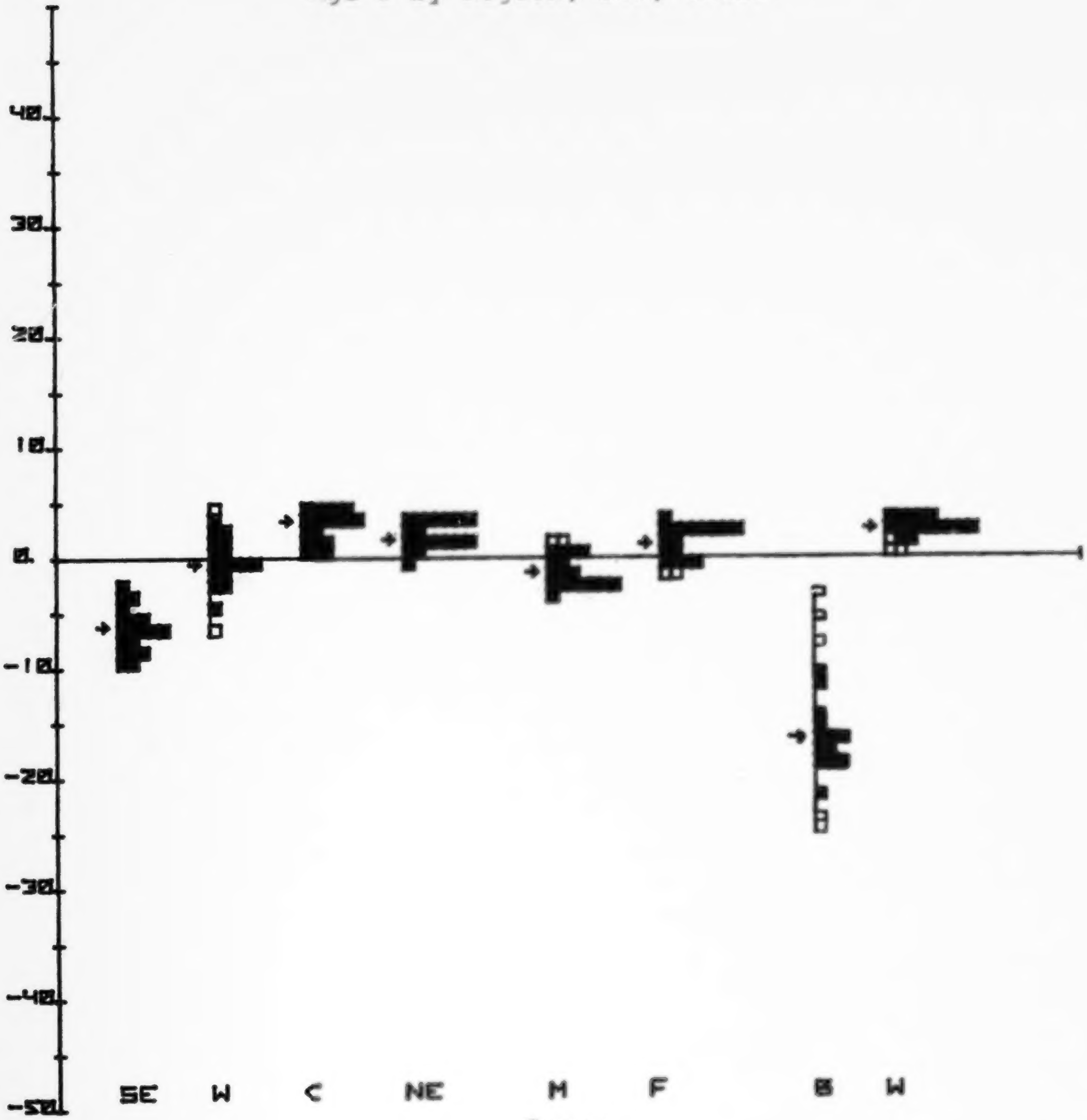
[1] See pages xiv and xv for a description of characteristics, tendencies and exceptional exercises.

EXHIBIT 3-2

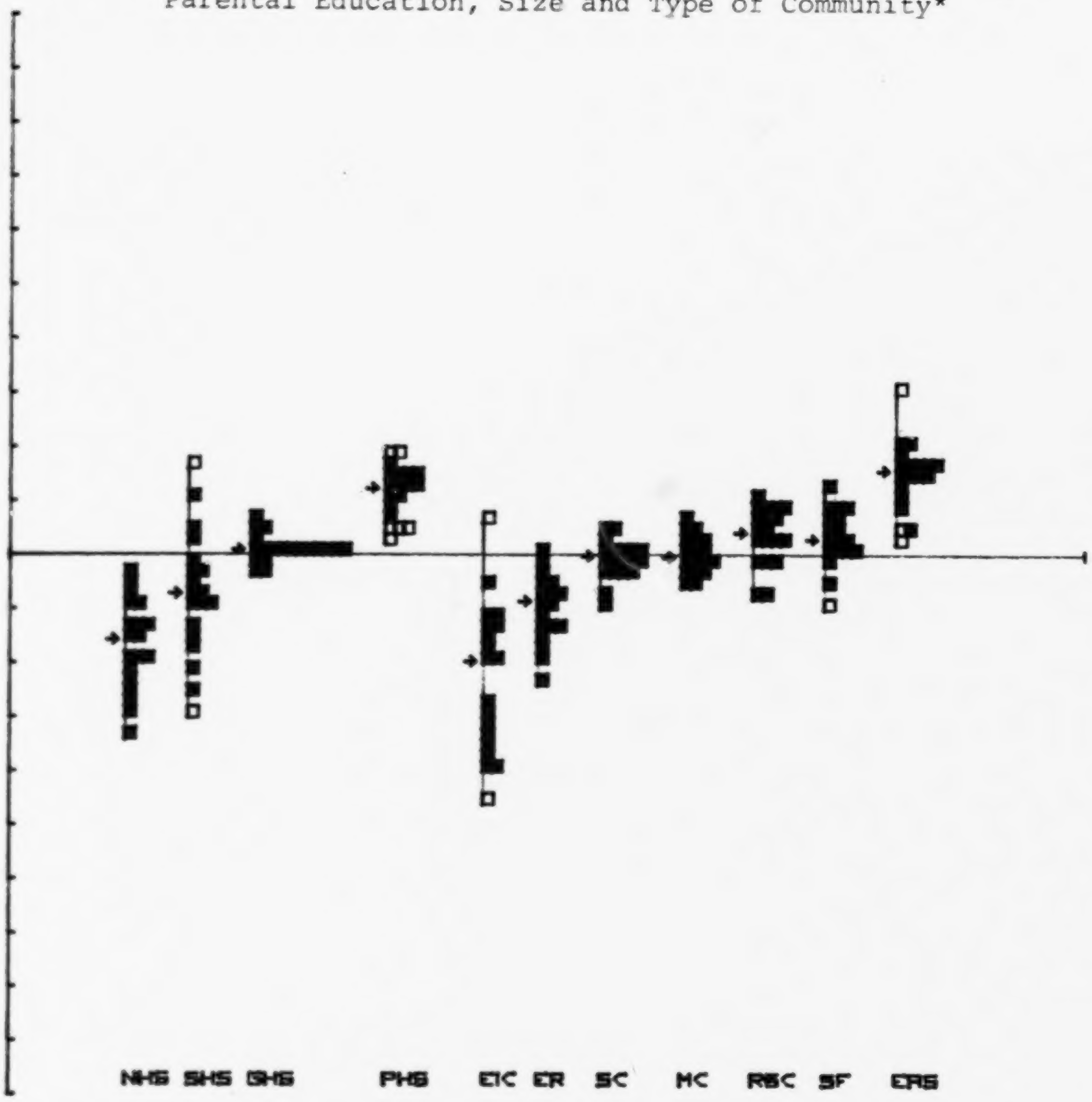
Distribution of Effects on 19 Exercises for Age 9 by Region, Sex, Color*



*Arrows indicate group medians, blackened boxes indicate typical exercises, open boxes indicate atypical exercises. Abbreviations: SE, Southeast; W, West; C, Central; NE, Northeast; M, male; F, female; B, Black; W, White.

EXHIBIT 3-2a

Distribution of Effects on 19 Exercises for Age 9 by Parental Education, Size and Type of Community*



Group

*Arrows indicate group medians, blackened boxes indicate typical exercises, open boxes indicate atypical exercises. Abbreviations: NHS, no high school; SHS, some high school; GHS, high school graduate; PHS, post high school; EIC, extreme inner city; ER, extreme rural; SC, small city; MC, medium city; RBC, rest of big city; SF, suburban fringe; and EAS, extreme affluent suburb.

while Southern 9-year-olds had a negative one. Nine-year-olds from the West had percentages of success similar to those for the nation as a whole, though they did have two exceptional exercises; they performed unusually poorly on Exercise R214, part 5 (Subtheme C), and unusually well on Exercise R209 (Subtheme B).

Both boys and girls had levels of success generally close to the value for the nation as a whole, though there were again two exceptional exercises. On exercises where they were asked to read labels (U202 and R209, both from Subtheme B), boys had success rates that were unusually high for them, girls had success rates lower than their performances on other exercises.

White children's effects were characteristically positive while Black children's were characteristically negative. There were three exceptional exercises where Whites performed less well than they usually did and Blacks performed better than they had on other exercises. Those exercises were R204 (Subtheme B), R209 (Subtheme B) and R210 (Subtheme A). On another Subtheme B exercise, U213, and R205 (Subtheme A), Blacks performed less well than on other exercises.

The percentages of success for 9-year-olds seemed to increase with parental education: while children whose parents had no high school had characteristically negative effects and those whose parents had some high school showed a negative tendency, children whose parents graduated from high school displayed a positive tendency and those whose parents continued past high school were characteristically positive. Children whose parents had some high school performed better than usual on an exercise in reading signs (R205), less well than usual on one involving other signs (R208). Children of parents who continued their educations past high school did unusually well on a map reading exercise (R214, parts 2 and 4), and unusually poorly on an unreleased Subtheme A exercise (U201), a label exercise (R209), one of the exercises involving signs (R212) and an exercise involving figures made out of lines (R207).

Children from the extreme inner city and extreme rural areas showed negative characteristics and negative tendencies, respectively. Inner city children, further, read the dog food labels unusually well (Exercise R209), and did unusually poorly on the second part of the map reading exercise (R214). Children from small cities, medium cities and the inner urban fringe all had median values close to the nation as a whole; suburban fringe children showed a positive tendency, though they performed less well on the fifth part of the map reading problem (R214). A positive characteristic was displayed by extreme affluent suburb children who performed better than usual in reading the bubble gum labels (R204), less well than they usually did reading cereal boxes (U202) and some simple traffic signs (R212).

The way each of the groups performed relative to the nation as a whole on each subtheme is shown in Exhibit 3-3. That exhibit displays the median effect for each group for each subtheme. At the time this report was written, pooled standard errors for subthemes were not available, and it was therefore not possible to identify exceptional subthemes for a group in the manner exceptional exercises were located. In looking at the subtheme medians, bear in mind that the greater the difference between two median values, the more likely it is that the groups represented by the numbers really differed from one another in their ability to respond to exercises in the subtheme; the greater the difference between two subtheme medians, the more likely it is that the difference is not simply due to chance.

The remainder of this chapter is devoted to the exercises administered to 9-year-olds. Each exercise is numbered with a letter and a numeral. The letter (either R or U) indicates whether the text of the exercise has been released or is unreleased. The unreleased exercises are being retained for the next Reading assessment, in 1975-76. These exercises will be used again, and comparisons can be made between the 1969-70 results and the results collected during 1975-76.

The text for released exercises is presented exactly as the exercises were administered during the assessment. The acceptable answer is indicated (by a blackened oval) as is a brief discussion of the exercise itself and how the respondent may have arrived at the acceptable answer.[2]

Along with the exercise and/or its description, the percentage of success and the effects are presented for all the groups. A histogram is given with the percentage of success for each group represented by a bar. The leftmost vertical line (which cuts across the bar for each group) represents the national percentage of success, and the distance from the end of a group's bar to that line represents the group's effect--the difference between the performance for a group and the performance of the nation as a whole.

Starred effects (marked with an asterisk) indicate effects that differ reliably from zero.

---

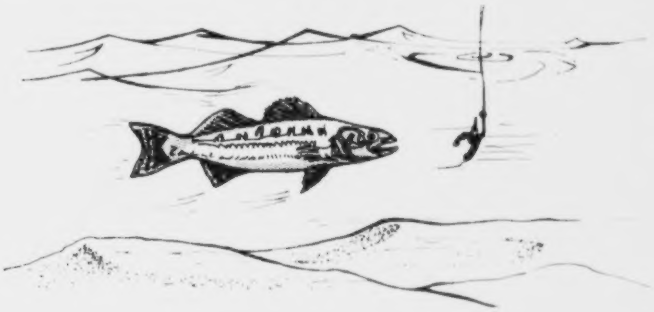
[2] Though the correct or best answer may have been reached by guessing, guessing is not considered here as a method for reaching the correct answer; the mention of guessing now is sufficient for all the exercises.

EXHIBIT 3-3. Median Effects for Subthemes

Group	Subtheme			All Sub-themes
	A. Interpreting drawings and pictures	B. Reading signs and labels	C. Reading charts maps and graphs	
Region				
Southeast	-7.1	-6.0	-6.3	-6.2
West	-0.1	-0.6	-0.4	-.6
Central	3.0	2.7	3.7	3.4
Northeast	1.9	1.7	2.3	1.7
Sex				
Male	-2.1	0.2	-0.9	-1.3
Female	2.1	-0.2	0.9	1.3
Race				
Black	-17.4	-14.0	-16.5	-15.8
White	3.1	2.4	2.6	2.6
Parental Education				
No High School	-7.8	-6.5	-11.3	-7.9
Some High School	-2.3	-0.5	-2.9	-3.6
High School Graduate	0.7	0.6	0.4	.5
Post High School	5.1	5.9	7.2	6.1
Size and Type of Community				
Extreme Inner City	-14.3	-5.7	-16.9	-9.9
Extreme Rural	-4.8	-6.3	-1.1	-4.3
Small City	-0.4	0.0	-0.3	-.1
Medium City	1.0	0.6	-1.1	-.2
Rest of Big City	1.6	1.8	2.6	2.1
Suburban Fringe	3.4	0.3	1.3	1.5
Extreme Affluent Suburb	6.9	7.5	8.5	7.8
Number of Effects	6	7	6	19

RELEASED EXERCISES

Exercise R203, Subtheme A



Look at the picture and fill in the oval beside the sentence which tells BEST what the drawing shows.

○ The fish has already eaten the worm.

○ The worm is probably not on a hook and line.

● The fish looks as if he is going to eat the worm.

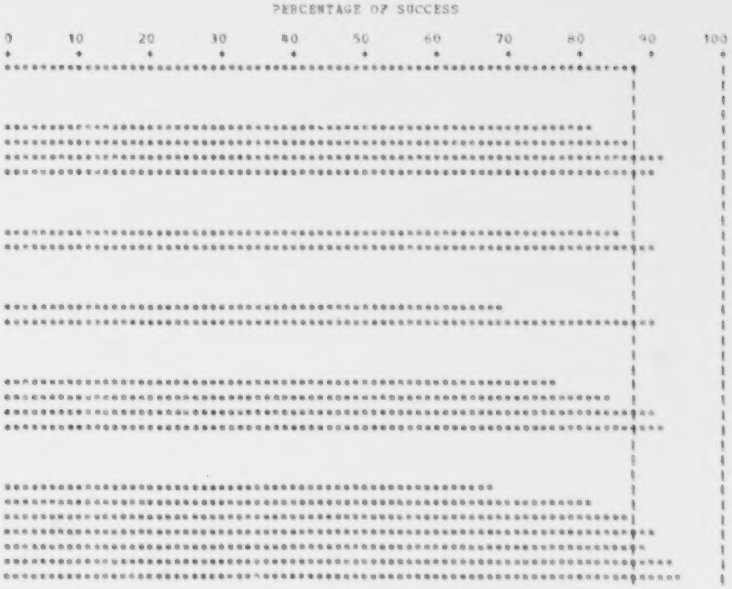
○ The fish is waiting for the worm to be put in the water.

○ I don't know.

N02 02 3/1 03*X203014 807040V3 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
87.5	---	NATIONAL	
		REGION	
81.3	-6.2*		Southeast
86.2	-1.3		West
90.9	3.3*		Central
89.7	2.2		Northeast
		SEX	
85.5	-2.0*		Male
89.7	2.2*		Female
		COLOR	
69.0	-18.5*		Black
90.4	2.9*		White
		PARENTAL EDUCATION	
76.5	-11.0*		No High School
83.9	-3.6		Some High School
89.6	2.1		Graduated High Sch.
91.7	4.2*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
68.1	-19.5*		Extreme Inner City
80.9	-6.6		Extreme Rural
86.8	-0.7		Small City
90.5	3.0		Medium City
89.3	1.8		Rest Of Big City
92.0	4.4*		Suburban Fringe
93.6	6.1*		Extreme Aff Suburb

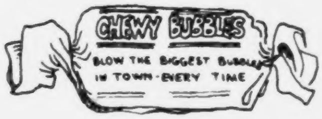


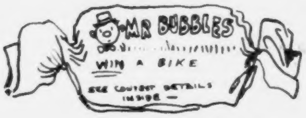
Exercise R203, Subtheme A

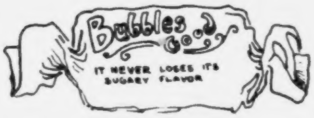
In order to respond correctly, a child could either intuit the feelings of the fish or eliminate the three incorrect responses leaving only the third alternative.

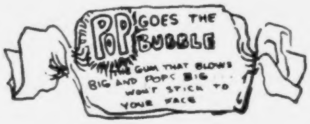
Exercise R204, Subtheme B

If you wanted to buy some bubble gum that would stay sweet for a long time, which of these would you buy? Fill in the oval beside the bubble gum you would buy.

○ 
CHEWY BUBBLES
BLOW THE BIGGEST BUBBLES IN TOWN-EVERY TIME

○ 
MR BUBBLES
WIN A BIKE
SEE CONTEST DETAILS INSIDE —

● 
Bubbles Good
IT NEVER LOSES IT'S SUGARY FLAVOR

○ 
POP GOES THE BUBBLE
THE GUM THAT BLOWS BIG AND POPS BIG WON'T STICK TO YOUR FACE

○ I don't know

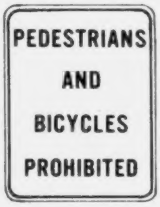
```
N02 06  3/1  03*X204011 R10000V0                                9 13

                                                  NATIONAL AND GROUP PERCENTAGES OF SUCCESS

 % OF     GROUP                                                           PERCENTAGE OF SUCCESS
SUCCESS   EFFECT    VARIABLE_______GROUP
                                           0         10        20        30        40        50        60        70        80        90        100
                                           +         +         +         +         +         +         +         +         +         +         +
  65.4     ---      NATIONAL               *****************************************************************|                                  |
                                                                                                            |                                  |
                    REGION                                                                                  |                                  |
  62.0     -3.3                Southeast   **************************************************************   |                                  |
  63.5     -1.9                     West   **************************************************************** |                                  |
  66.2      0.8                  Central   *****************************************************************|*                                 |
  68.7      3.4                Northeast   *****************************************************************|****                              |
                                                                                                            |                                  |
                    SEX                                                                                     |                                  |
  63.0     -2.4                     Male   ***************************************************************  |                                  |
  67.9      2.6                   Female   *****************************************************************|***                               |
                                                                                                            |                                  |
                    COLOR                                                                                   |                                  |
  57.5     -7.9*                   Black   **********************************************************       |                                  |
  66.5      1.1*                   White   *****************************************************************|**                                |
                                                                                                            |                                  |
                    PARENTAL EDUCATION                                                                      |                                  |
  56.3     -9.0*          No High School   ********************************************************         |                                  |
  60.7     -4.7         Some High School   *************************************************************    |                                  |
  68.1      2.8     Graduated High Sch.    *****************************************************************|***                               |
  71.8      6.4*        Post High School   *****************************************************************|*******                           |
                                                                                                            |                                  |
                    SIZE-AND-TYPE                                                                           |                                  |
                    OF COMMUNITY                                                                            |                                  |
  60.2     -5.2       Extreme Inner City   ************************************************************     |                                  |
  58.4     -7.0          Extreme Rural     **********************************************************       |                                  |
  61.3     -4.1               Small City   *************************************************************    |                                  |
  67.4      2.1              Medium City   *****************************************************************|**                                |
  69.0      3.6         Rest Of Big City   *****************************************************************|****                              |
  64.6     -0.7         Suburban Fringe    *****************************************************************|                                  |
  81.2     15.8*      Extreme Aff Suburb   *****************************************************************|****************                  |
```

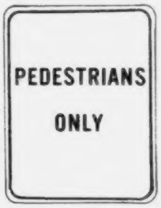
Exercise R204, Subtheme B

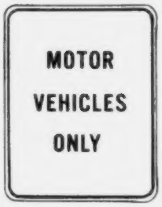
In order to see that the third gum wrapper enclosed a piece of bubble gum that would "stay sweet for a long time," the child would have to understand that the preceding expression and "it never loses its sugary flavor" were synonymous.

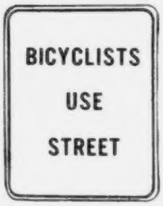
Exercise R205, Subtheme B

Which sign shows where you should ride your bicycle?

○ 
PEDESTRIANS
AND
BICYCLES
PROHIBITED

○ 
PEDESTRIANS
ONLY

○ 
MOTOR
VEHICLES
ONLY

● 
BICYCLISTS
USE
STREET

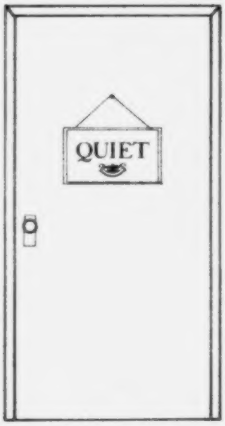
○ I don't know.

```
R02 11  3/1  04*X205011 R10000V0                      9 13 17

                                              NATIONAL AND GROUP PERCENTAGES OF SUCCESS

  % OF    GROUP                                                     PERCENTAGE OF SUCCESS
SUCCESS   EFFECT    VARIABLE          GROUP
                                              0       10      20      30      40      50      60      70      80      90     100
                                              +       +       +       +       +       +       +       +       +       +       +
  68.9       ---    NATIONAL                  *******************************************************

                    REGION
  60.5     -8.3*                   Southeast  ************************************************
  68.3     -0.6                         West  *******************************************************
  72.3      3.4                      Central  **********************************************************
  72.1      3.3                    Northeast  **********************************************************

                    SEX
  69.1      0.2                         Male  *******************************************************
  68.6     -0.2                       Female  *******************************************************

                    COLOR
  44.1    -24.8*                       Black  ***********************************
  72.6      3.8*                       White  **********************************************************

                    PARENTAL EDUCATION
  61.3     -7.5*              No High School  *************************************************
  77.1      8.3             Some High School  **************************************************************
  67.4     -1.4          Graduated High Sch.  ******************************************************
  75.7      6.8*            Post High School  *************************************************************

                    SIZE-AND-TYPE
                    OF COMMUNITY
  50.4    -18.5*          Extreme Inner City  ****************************************
  60.6     -8.2                Extreme Rural  ************************************************
  69.4      0.6                   Small City  ********************************************************
  67.2     -1.6                  Medium City  ******************************************************
  73.3      4.4             Rest Of Big City  ***********************************************************
  72.8      3.9              Suburban Fringe  **********************************************************
  79.0     10.2*          Extreme Aff Suburb  ***************************************************************
```

Exercise R205, Subtheme B

In order to respond correctly to this exercise, a child would have had to know the meanings of pedestrians, motor vehicles and prohibited and he would have to know that a bicyclist is one who rides a bicycle.

Exercise R206, Subtheme D



Look at the picture and fill in the oval beside the sentence which tells BEST what the drawing shows.

○ A sign is hanging by the door.

● A sign is hanging on the door.

○ A sign is hanging over the door.

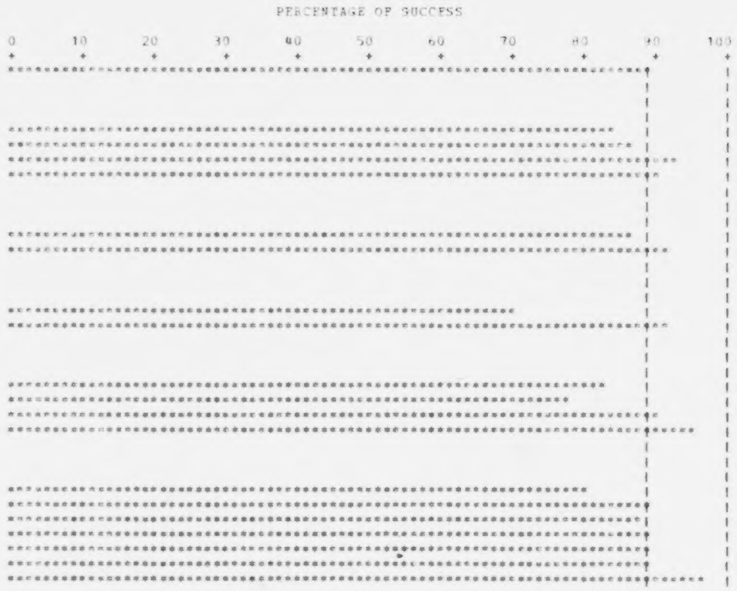
○ A sign is hanging near the door.

○ I don't know.

903 02 3/1 02*X206011 31000070 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
88.8	---	NATIONAL	
		REGION	
83.5	-5.3*		Southeast
86.8	-2.0		West
93.0	4.2*		Central
90.5	1.7		Northeast
		SEX	
86.0	-2.8*		Male
91.5	2.7*		Female
		COLOR	
70.6	-18.2*		Black
91.3	2.6*		White
		PARENTAL EDUCATION	
82.2	-6.5*		No High School
77.9	-10.9*		Some High School
89.5	0.8		Graduated High Sch.
94.5	5.7*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
80.1	-8.6*		Extreme Inner City
89.3	0.5		Extreme Rural
86.9	-1.9		Small City
89.4	0.6		Medium City
88.2	-0.5		Rest Of Big City
89.1	0.3		Suburban Fringe
96.0	7.2*		Extreme Aff Suburb

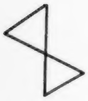


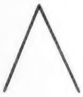
Exercise R206, Subtheme B

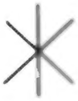
This exercise required two things of the children who took it. First, it required that they be able to determine where the sign was hanging relative to the door, and second, they had to translate their perceptions into the proper preposition, in this case, on.

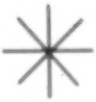
Exercise R207, Subtheme C

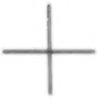
Here are some figures with an oval below each figure. Fill in the oval below the figure that can be made with just three lines that cross each other.

○ 

○ 

● 

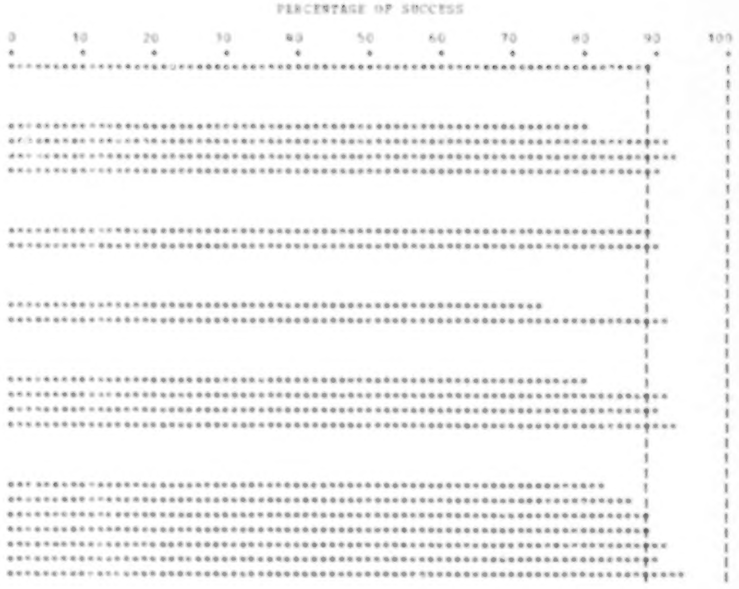
○ 

○ 

N03 09 3/1 03*X207013 R00300W0

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE .... GROUP
89.2	---	NATIONAL
		REGION
80.2	-9.0*	Southeast
91.6	2.4*	West
93.1	3.9*	Central
90.6	1.4	Northeast
		SEX
88.5	-0.7	Male
89.9	0.7	Female
		COLOR
74.0	-15.2*	Black
91.3	2.1*	White
		PARENTAL EDUCATION
79.9	-9.2*	No High School
90.9	1.8	Some High School
89.8	0.6	Graduated High Sch.
91.9	2.7*	Post High School
		SIZE-AND-TYPE OF COMMUNITY
82.4	-6.8	Extreme Inner City
86.1	-3.1	Extreme Rural
88.5	-0.7	Small City
88.8	-0.4	Medium City
91.2	2.1	Rest Of Big City
89.9	0.7	Suburban Fringe
94.2	5.0*	Extreme Aff Suburb



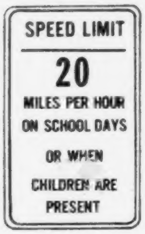
Exercise R207, Subtheme C

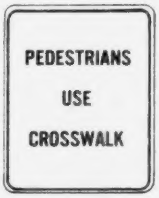
In order to determine that the only figure made of three crossing lines was the third one, each child had to resolve each figure into its parts.

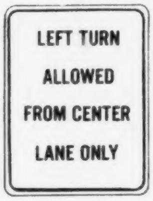
Exercise R208, Subtheme B

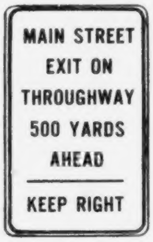
Some road signs tell people who are driving cars what to do. Other signs tell people who are walking what to do.

If you are walking, which sign tells you what to do? Fill in the oval beside the correct sign.

○ 
SPEED LIMIT
20
MILES PER HOUR
ON SCHOOL DAYS
OR WHEN
CHILDREN ARE
PRESENT

● 
PEDESTRIANS
USE
CROSSWALK

○ 
LEFT TURN
ALLOWED
FROM CENTER
LANE ONLY

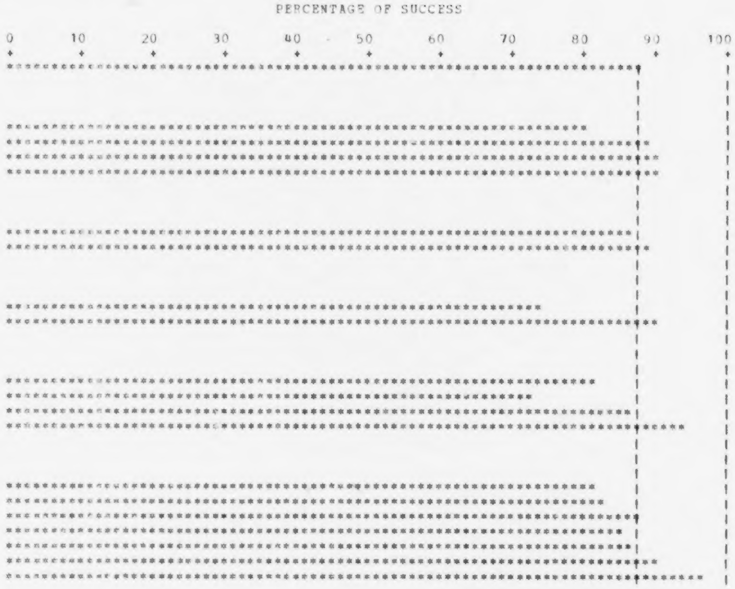
○ 
MAIN STREET
EXIT ON
THROUGHWAY
500 YARDS
AHEAD
KEEP RIGHT

○ I don't know

NCH 06 3/1 03*X208011 810000V0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
87.3	---	NATIONAL	
		REGION	
80.2	-7.1*		Southeast
88.7	1.4		West
90.0	2.7		Central
89.5	2.2		Northeast
		SEX	
86.0	-1.3		Male
88.6	1.3		Female
		COLOR	
73.3	-14.0*		Black
89.8	2.4*		White
		PARENTAL EDUCATION	
81.2	-6.1		No High School
73.0	-14.4*		Some High School
86.7	-0.6		Graduated High Sch.
93.4	6.1*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
81.0	-6.3*		Extreme Inner City
83.1	-4.3		Extreme Rural
87.4	0.0		Small City
85.0	-2.3		Medium City
86.5	-0.8		Rest Of Big City
90.3	3.0*		Suburban Fringe
95.7	8.4*		Extreme Aff Suburb



Exercise R208, Subtheme B

This exercise required children to be able to determine that only the upper right hand sign pertained to a person who was walking. There were two ways a child could choose the correct sign: he could know the meaning of the word pedestrians (since only one sign referred to walkers), or he could eliminate the other three signs by figuring out that they all pertained to cars.

Exercise R209, Subtheme B

Look at the labels from two cans of dog food. One can has more protein in it than the other. Fill in the oval below the dog food that contains more protein.

Ash	3%
Crude fiber	17%
Crude protein	65%
Crude fat	11%
Moisture	4%
Vitamin E	trace

PREMIUM DOG FOOD

A Beef Product

●

Ash	2%
Crude fiber	45%
Crude protein	20%
Crude fat	30%
Moisture	3%
Vitamin E	trace

HEARTY DOG FOOD

A Balanced Meal

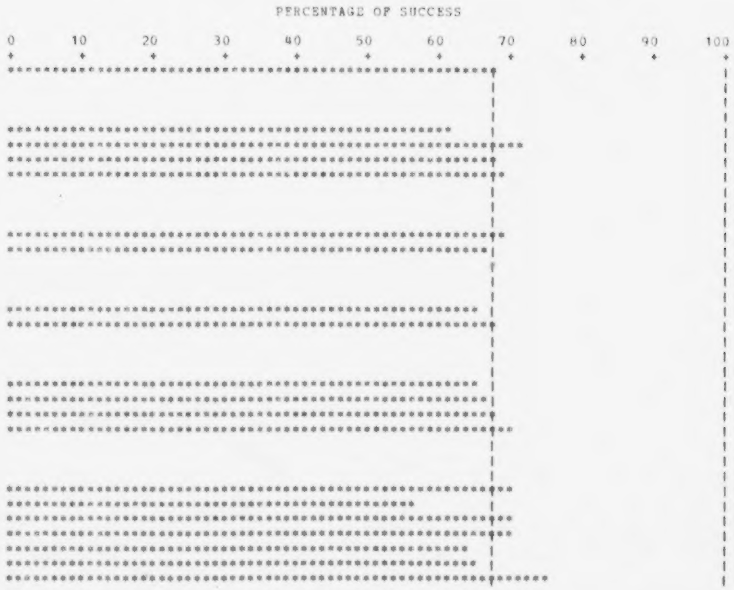
○

○ I don't know.

N04 10 3/1 01*X209013 R00300V0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

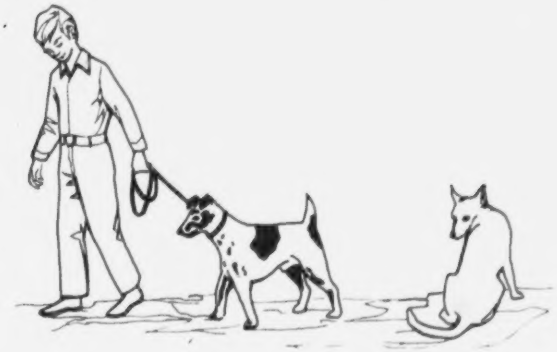
% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
67.4	---	NATIONAL	
		REGION	
60.6	-6.8*		Southeast
71.6	4.2*		West
68.1	0.6		Central
69.1	1.6		Northeast
		SEX	
69.1	1.7		Male
65.8	-1.6		Female
		COLOR	
65.2	-2.2		Black
67.6	0.2		White
		PARENTAL EDUCATION	
65.0	-2.4		No High School
65.9	-1.5		Some High School
67.5	0.1		Graduated High Sch.
69.6	2.2		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
70.5	3.1		Extreme Inner City
56.3	-11.1*		Extreme Rural
69.6	2.2		Small City
69.5	2.1		Medium City
63.8	-3.6		Rest Of Big City
64.5	-2.9		Suburban Fringe
74.9	7.5*		Extreme Aff Suburb



Exercise R209, Subtheme B

In order to respond correctly to this exercise, a child had to know that 65 was greater than 20 *and* he had to assume that the HEARTY can was not more than 3 1/4 times larger than the PREMIUM can.

Exercise R210, Subtheme A



Look at the picture and fill in the oval beside the sentence which tells BEST what the drawing shows.

○ The boy has two dogs on a leash.

○ The boy is walking behind his dog.

● The dog on the leash has spots on it.

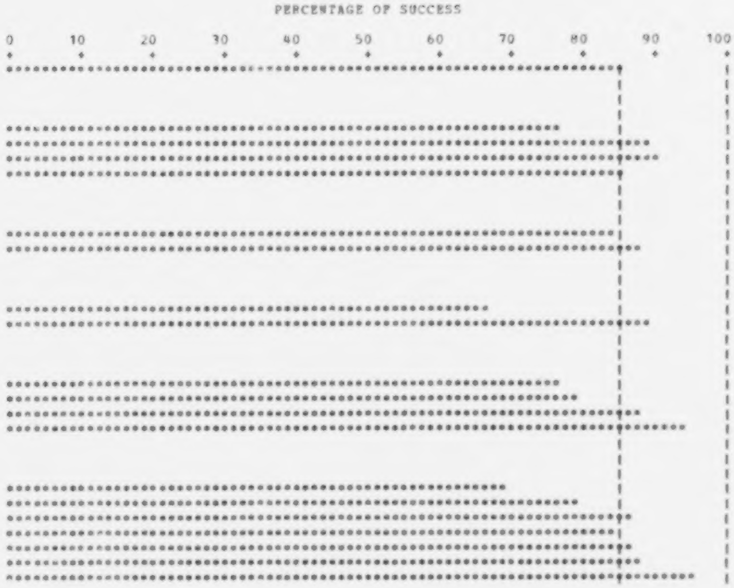
○ The dog sitting down has spots on it.

○ I don't know.

N05 06 3/1 03*X210011 R1000070 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
85.3	---	NATIONAL	
		REGION	
76.3	-9.0*		Southeast
88.3	3.0		West
90.2	4.9*		Central
84.9	-0.3		Northeast
		SEX	
83.4	-1.9*		Male
87.2	2.0*		Female
		COLOR	
66.4	-18.8*		Black
88.7	3.4*		White
		PARENTAL EDUCATION	
75.9	-9.4*		No High School
78.9	-6.4		Some High School
87.1	1.9		Graduated High Sch.
94.0	8.7*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
69.3	-17.0*		Extreme Inner City
79.2	-6.1		Extreme Rural
86.2	0.9		Small City
84.3	-1.0		Medium City
86.7	1.4		Rest Of Big City
87.9	2.7		Suburban Fringe
94.9	9.7*		Extreme Aff Suburb

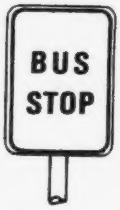


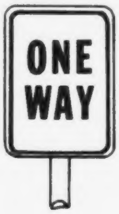
Exercise R210, Subtheme A

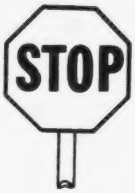
This exercise required 9-year-olds to evaluate four different descriptions of a picture and decide which description was most accurate. The instructions to the child imply that there is no correct response, but only a best one. This may mean that even though half of the sitting dog is hidden, and the hidden part may be laden with spots, the third alternative is preferred because it is more readily verifiable.

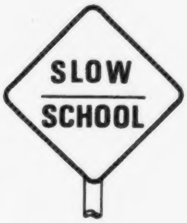
Exercise R212, Subtheme B

Fill in the oval beside the sign that a boy might look for if he needed to take a bus home.

●


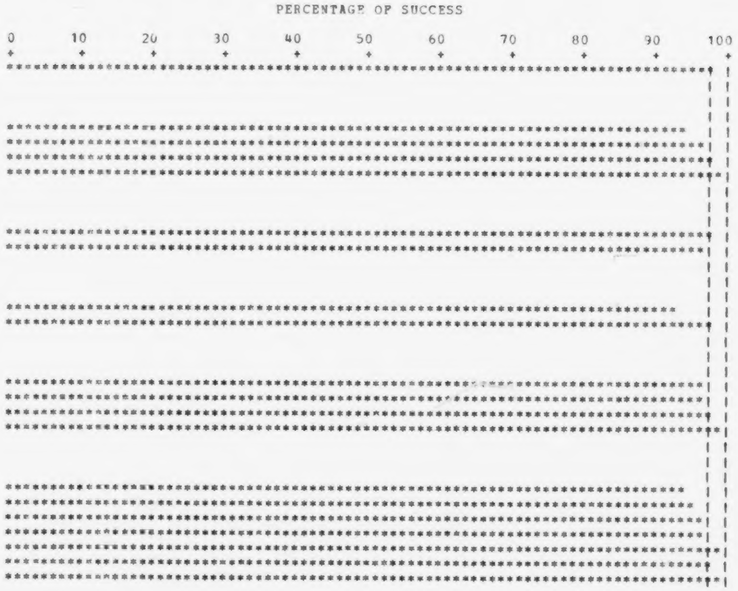
○


○


○


○ I don't know.

```
N07 01  3/1  01*X212011 R10000V0                    9

                              NATIONAL AND GROUP PERCENTAGES OF SUCCESS

 % OF     GROUP
SUCCESS   EFFECT    VARIABLE_______GROUP

  97.0     ---      NATIONAL

                    REGION
  94.3    -2.7*              Southeast
  96.3    -0.7                    West
  98.1     1.1                 Central
  98.4     1.4*              Northeast

                    SEX
  97.7     0.7*                   Male
  96.3    -0.7*                 Female

                    COLOR
  92.3    -4.7*                  Black
  97.8     0.9*                  White

                    PARENTAL EDUCATION
  95.8    -1.2          No High School
  96.4    -0.5        Some High School
  97.2     0.2      Graduated High Sch.
  98.8     1.8*       Post High School

                    SIZE-AND-TYPE
                    OF COMMUNITY
  94.0    -2.9      Extreme Inner City
  94.5    -2.4          Extreme Rural
  96.4    -0.6             Small City
  96.7    -0.3            Medium City
  98.8     1.8*       Rest Of Big City
  99.0     1.0        Suburban Fringe
  99.3     2.3*     Extreme Aff Suburb
```

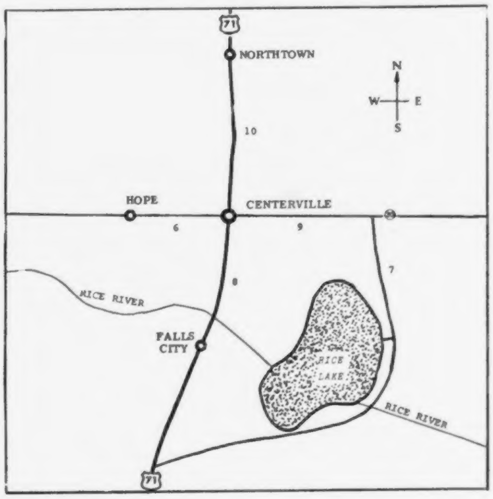


Exercise R212, Subtheme B

This exercise asked children to decide which of four signs related to buses. The correct response involved the only one of the four signs that contained the word "bus."

Exercise R214, Subtheme C

Look at the road map and read each sentence carefully. If what the sentence says is true, fill in the oval beside "True." If what the sentence says is not true, fill in the oval beside "False." If you can't decide if the sentence is true or false, fill in the oval beside "I don't know."



A. By car Northtown is closer to Rice Lake than to Hope.

○ True

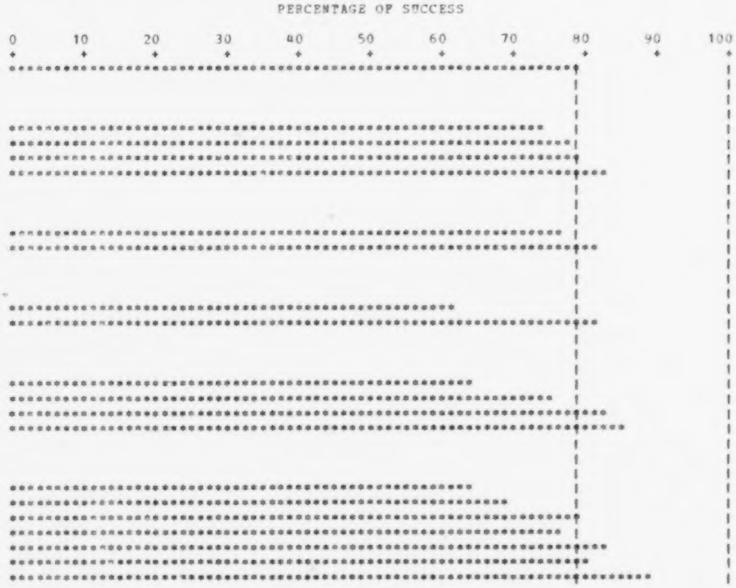
● False

○ I don't know.

N08 06 3/1 02*X214013 R00300V0 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
78.5	---	NATIONAL	
		REGION	
73.3	-5.1*		Southeast
77.7	-0.8		West
79.2	0.7		Central
81.9	3.4		Northeast
		SEX	
76.1	-2.4*		Male
80.9	2.4*		Female
		COLOR	
60.7	-17.8*		Black
81.4	2.9*		White
		PARENTAL EDUCATION	
64.0	-14.5*		No High School
75.1	-3.3		Some High School
81.9	3.5*		Graduated High Sch.
85.6	7.1*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
63.6	-14.9*		Extreme Inner City
69.0	-9.4*		Extreme Rural
78.6	0.1		Small City
76.6	-1.9		Medium City
82.5	4.0		Rest Of Big City
80.0	1.5		Suburban Fringe
88.8	10.3*		Extreme Aff Suburb



B. You can drive all the way from Northtown to Falls City on Highway 71.

● True

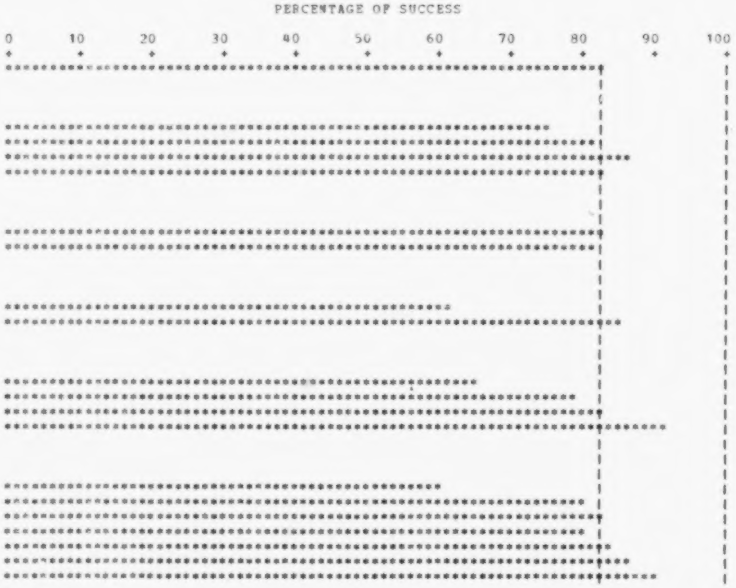
○ False

○ I don't know.

N08 06 4/1 01*X214023 900300V0 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
81.9	---	NATIONAL	
		REGION	
74.8	-7.1*		Southeast
81.8	-0.1		West
86.8	4.9*		Central
82.0	0.1		Northeast
		SEX	
82.2	0.3		Male
81.6	-0.3		Female
		COLOR	
60.8	-21.1*		Black
85.1	3.1*		White
		PARENTAL EDUCATION	
65.6	-16.3*		No High School
79.3	-2.6		Some High School
82.2	0.3		Graduated High Sch.
91.3	9.4*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
59.5	-22.4*		Extreme Inner City
79.7	-2.2		Extreme Rural
81.9	-0.0		Small City
80.3	-1.6		Medium City
83.3	1.4		Rest Of Big City
86.4	4.5*		Suburban Fringe
90.2	8.3*		Extreme Aff Suburb



C. Hope is the town closest to Centerville.

● True

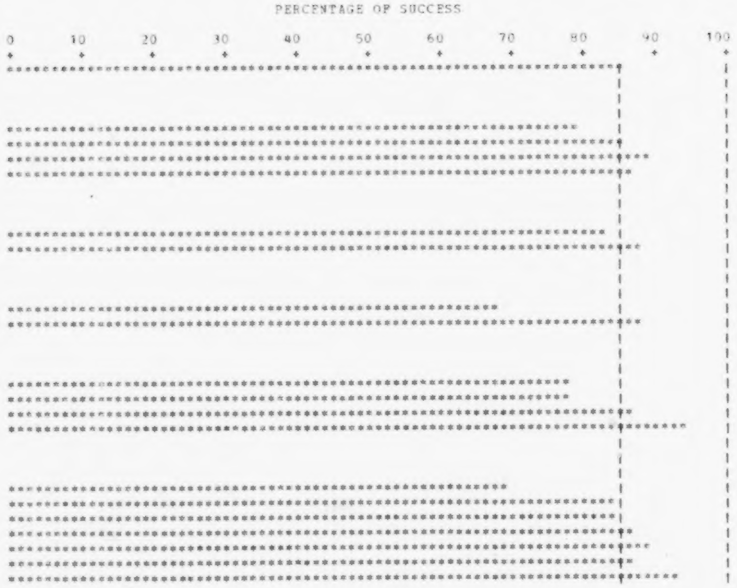
○ False

○ I don't know.

N08 06 5/1 01*K214033 R00300V0 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
85.4	---	NATIONAL	
		REGION	
79.2	-6.2*		Southeast
85.5	0.1		West
88.4	3.0*		Central
86.7	1.2		Northeast
		SEX	
82.9	-2.5*		Male
87.9	2.5*		Female
		COLOR	
67.6	-17.8*		Black
88.0	2.6*		White
		PARENTAL EDUCATION	
77.5	-7.9*		No High School
76.9	-8.5*		Some High School
85.9	0.5		Graduated High Sch.
93.2	7.8*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
68.5	-16.9*		Extreme Inner City
83.9	-1.5		Extreme Rural
83.8	-1.6		Small City
85.7	0.2		Medium City
88.6	3.1		Rest Of Big City
86.6	1.2		Suburban Fringe
92.4	7.0*		Extreme Aff Suburb



D. Centerville is farther west than Hope.

○ True

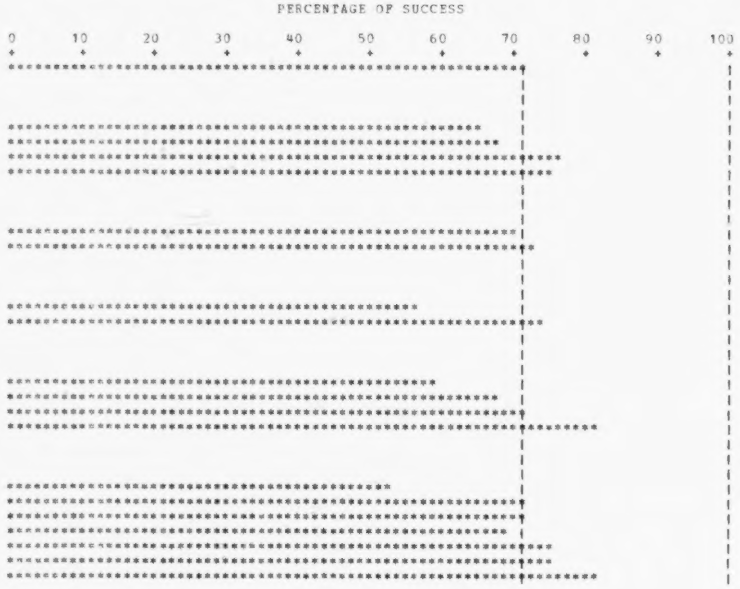
● False

○ I don't know.

N08 06 6/1 02*X214043 R00300V0 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
71.8	---	NATIONAL	
		REGION	
65.3	-6.5*		Southeast
67.1	-4.7*		West
76.2	4.4*		Central
75.1	3.3*		Northeast
		SEX	
70.6	-1.2		Male
73.0	1.2		Female
		COLOR	
56.7	-15.1*		Black
74.2	2.4*		White
		PARENTAL EDUCATION	
58.4	-13.4*		No High School
67.1	-4.7		Some High School
70.8	-1.0		Graduated High Sch.
81.1	9.3*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
52.4	-19.3*		Extreme Inner City
71.0	-0.8		Extreme Rural
70.7	-1.1		Small City
69.1	-2.7		Medium City
75.6	3.8		Rest Of Big City
74.7	2.9		Suburban Fringe
80.7	8.9*		Extreme Aff Suburb



E. Highway 20 runs on the south side of Rice River.

○ True

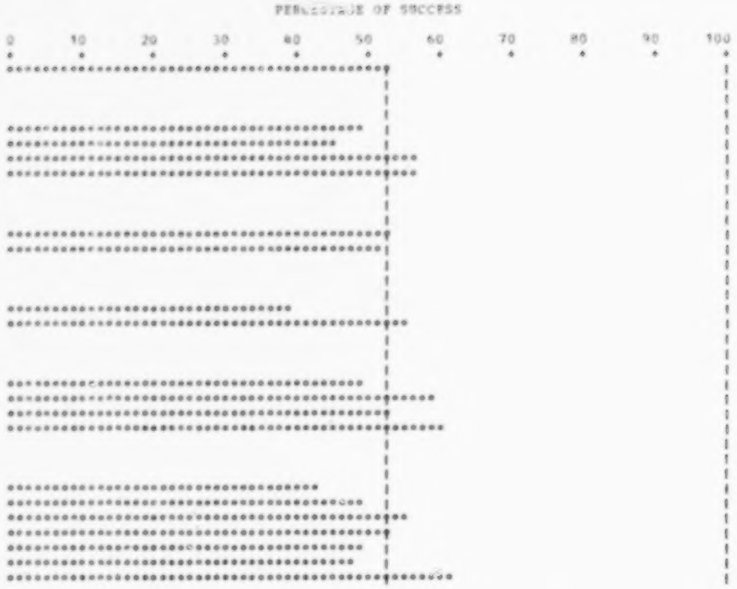
● False

○ I don't know.

N08 06 7/1 02*X214053 R00300?0 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
52.3	---	NATIONAL	
		REGION	
48.3	-4.0		Southeast
45.4	-6.9*		West
55.8	3.5		Central
56.2	3.9*		Northeast
		SEX	
53.1	0.8		Male
51.5	-0.8		Female
		COLOR	
38.9	-13.4*		Black
54.5	2.2*		White
		PARENTAL EDUCATION	
49.3	-3.0		No High School
58.1	5.8		Some High School
52.7	0.3		Graduated High Sch.
59.7	7.4*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
42.5	-9.8*		Extreme Inner City
49.3	-3.0		Extreme Rural
55.2	2.9		Small City
52.1	-0.2		Medium City
48.4	-3.9		Rest Of Big City
47.7	-4.6		Suburban Fringe
61.0	8.7*		Extreme Aff Suburb



Exercise R214, Subtheme C

The five parts of this question all asked children to answer questions using the map provided. The map reading skills involved included: translating distances on a map into distances between places, determining whether particular routes existed, reading relative distances and determing relative positions.

CHAPTER 4

RESULTS FOR 13-YEAR-OLDS

The results described in this chapter are based on responses from teenagers born during 1957. About three fourths of them were in the eighth grade and most of the others were in seventh.

The median performance on Theme 2 exercises for 13-year-olds was 78.9%; almost four out of five 13-year-olds chose the acceptable answer to exercises involving graphic materials. There was some variation in median performance, though, for each subtheme. Those results are shown in Exhibit 4-1.

EXHIBIT 4-1. Performance on the Subthemes

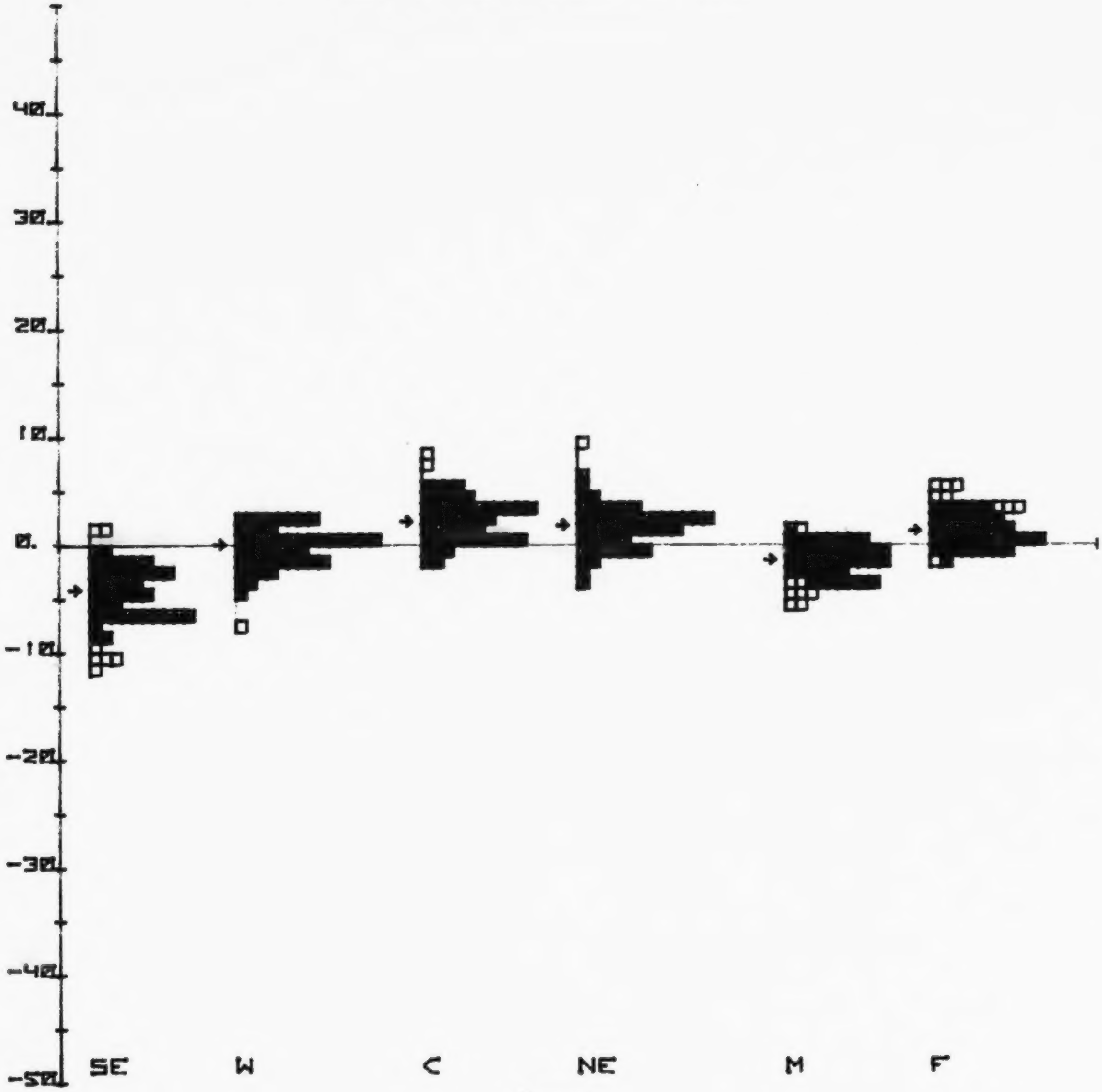
	Subtheme	Median Percentage of Success	Number of Effects
A.	Interpreting drawings and pictures	93.7%	4
B.	Reading signs and labels	83.2	12
C.	Reading charts, maps and graphs	73.5	14
D.	Reading forms	74.9	20
	TOTAL	78.9%	50

Median effects also varied for 13-year-olds from different parts of the country: teenagers from the Central region showed a positive characteristic, those from the Northeast displayed a positive tendency, 13-year-olds from the West performed at the same level as the nation as a whole and those from the Southeast had a negative characteristic.

Teenagers from the Southeast performed better than usual on parts of two exercises (U221, part 2, and R236, part 1, both

EXHIBIT 4-2

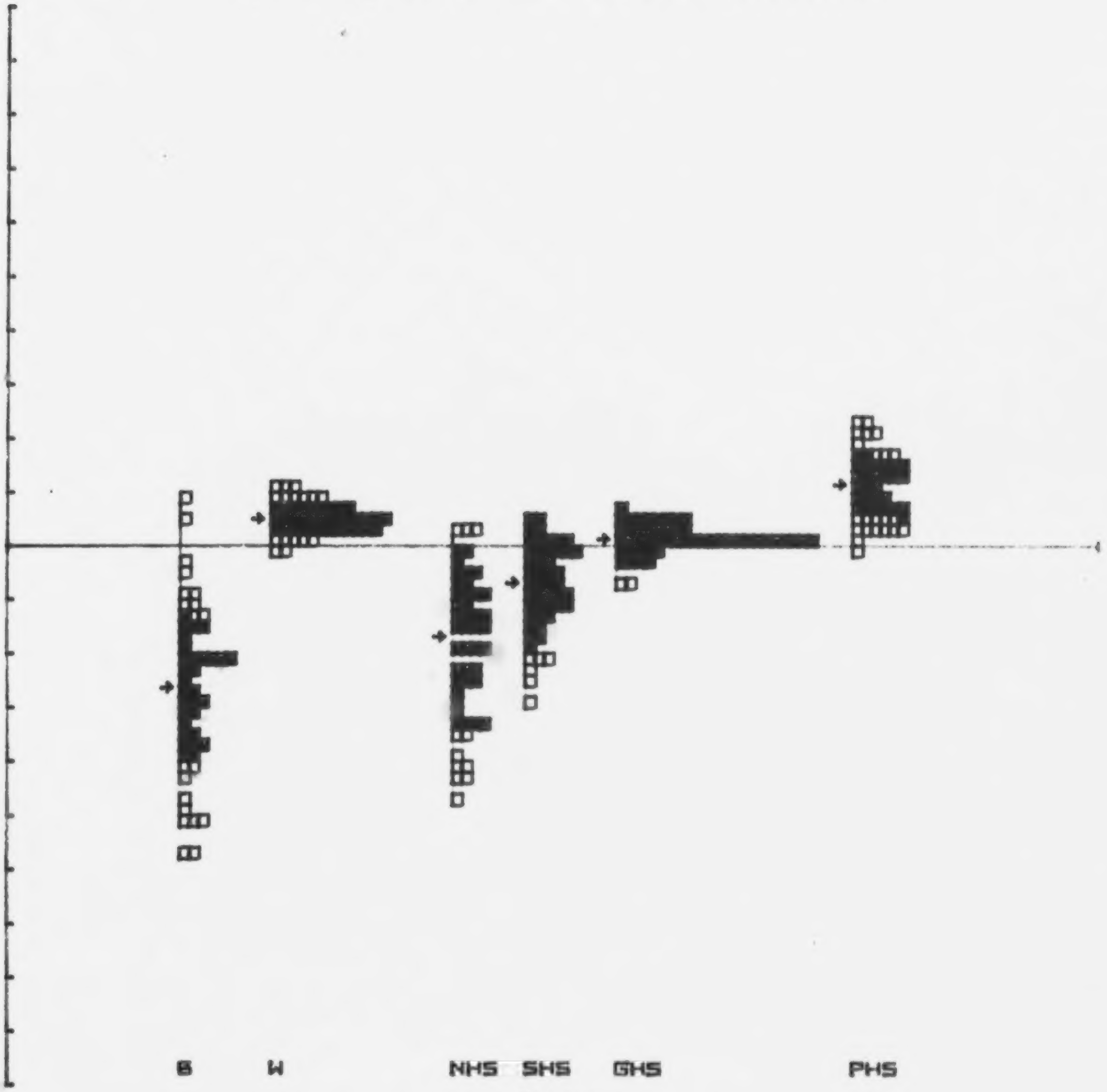
Distribution of Effects on 50 Exercises for Age 13 by Region and Sex*



*Arrows indicate group medians, blackened boxes indicate typical exercises, open boxes indicate atypical exercises. Abbreviations: SE, Southeast; W, West; C, Central; NE, Northeast; M, male; F, female.

EXHIBIT 4-2a

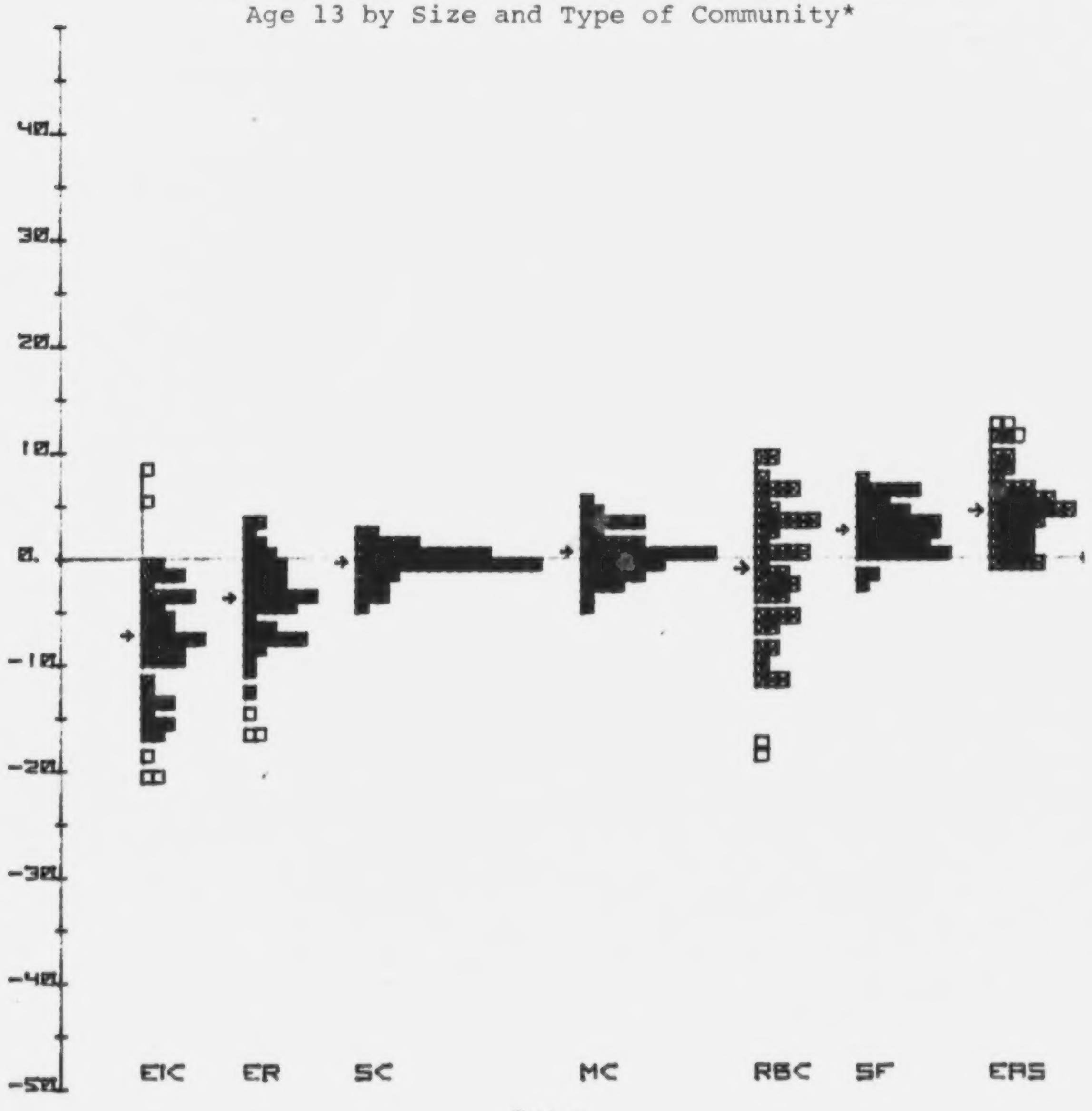
Distribution of Effects on 50 Exercises for Age 13 by Color and Parental Education*



*Arrows indicate group medians, blackened boxes indicate typical exercises, open boxes indicate atypical exercises. Abbreviations: B, Black; W, White; NHS, no high school; SHS, some high school; GHS, graduated from high school; PHS, post high school.

EXHIBIT 4-2b

Distribution of Effects on 50 Exercises for
Age 13 by Size and Type of Community*



Group

*Arrows indicate group medians, blackened boxes indicate typical exercises, open boxes indicate atypical exercises. Abbreviations: EIC, extreme inner city; ER, extreme rural; SC, small city; MC, medium city; RBC, rest of big city; SF, suburban fringe; and EAS, extreme affluent suburb.

from Subtheme D) and unusually poorly on five others (R227 and U225, part 3, both in Subtheme D; U219 and U235, part 2, in Subtheme C; and U217, part 4, in Subtheme B). Those from the West had only one exceptional exercise, U226, where they performed unusually poorly. The only exceptional exercises for the Central and Northeastern regions involved performances that were unusually good for those groups: teenagers from the Central region performed unusually well on Exercises U225 (Subtheme D) and U217, part 4 (Subtheme B); while Northeastern teenagers performed unusually well on Subtheme D Exercise R230.

Teenage boys and teenage girls performed about equally well. There were, however, some exceptional exercises. Boys had more success than usual on Exercise U223 (Subtheme C) and less on exercises: U217, part 2 (Subtheme B); U216, parts 2 and 3 (Subtheme C); and U221, part 2; U222; R230; and U218, part 1 (Subtheme D). Girls performed unusually poorly on only one exercise, U223 (Subtheme C), while they performed unusually well on eight others: U217, parts 2 and 3 (both Subtheme B); U216, part 2 (Subtheme C); U218, part 1; U221, part 2; U222; and U234, parts 1 and 3 (Subtheme D).

Black 13-year-olds showed a negative characteristic while White teenagers showed a positive one. There were many exceptional exercises for these two groups, and those exercises have been displayed in Exhibit 4-3.

Like 9-year-olds, successful performances for 13-year-olds were more frequent for those whose parents had the most formal education, less frequent for those whose parents had less. Thirteen-year-olds whose parents had no high school showed a negative characteristic while a negative tendency was shown by those whose parents had only some high school. Teenagers whose parents graduated from high school showed a positive tendency while those whose parents had post high school educations showed a positive characteristic. The exceptional exercises for the four parental education groups are shown in Exhibit 4-4.

Thirteen-year-olds from small cities, medium cities and the rest of big city groups all performed at levels close to that of the nation as a whole. Extreme inner city and extreme rural teenagers were below that level (they showed a negative characteristic and negative tendency, respectively) while those from the suburban fringe and extreme affluent suburbs were above it (displaying a positive tendency and positive characteristic, respectively). There were relatively few exceptional exercises within this reporting category. Indeed, there were none at all for the small city, medium city and suburban fringe groups. Teenagers from the extreme inner city performed better than usual on part 1 of Exercise R236 (Subtheme D) and U216 (Subtheme C)

EXHIBIT 4-3. Exceptional Exercises for Black and White 13-Year-Olds

Exercise	Subtheme	Performance on the Identified Exercise Black	White
U203	A	Better than usual	Worse than usual
U213	A	Better than usual	
U202	B	Better than usual	
R206	B	Better than usual	Worse than usual
R208	B	Better than usual	Worse than usual
U217, part 1	B	Better than usual	Worse than usual
U217, part 4	B	Worse than usual	Better than usual
U232, part 1	B	Worse than usual	
U232, part 2	B	Worse than usual	Better than usual
R214, part 5	C		Better than usual
U216, part 1	C	Worse than usual	Better than usual
R219	C	Worse than usual	Better than usual
U229	C	Better than usual	Worse than usual
U235, part 1	C	Worse than usual	Better than usual
U235, part 2	C	Worse than usual	Better than usual
U221, part 3	D	Worse than usual	
U225, part 1	D	Better than usual	
U225, part 2	D	Better than usual	Worse than usual
R227	D	Worse than usual	Better than usual
R228	D	Worse than usual	
R231, part 1	D	Worse than usual	
U234, part 1	D		Better than usual
R236, part 1	D	Better than usual	Worse than usual

and less well than usual on R227; R231, part 1; and U217, part 4. The latter three exercises were all from Subtheme D. Thirteen-year-olds from extreme rural areas performed unusually poorly on Exercises R205 (Subtheme B); U217, part 4 (Subtheme D); and U235, part 2 (Subtheme C). Thirteen-year-olds from the rest of big city performed poorly on parts 1 and 3 of Exercise U225 (Subtheme D). Extreme affluent suburb teenagers, on the other hand, performed unusually well on Exercises U221, part 3, and R227 (both from Subtheme D) and U235, part 2 (from Subtheme C).

The remainder of this chapter is devoted to the exercises administered to 13-year-olds. Each exercise is numbered with a letter and a numeral. The letter (either R or U) indicates whether the text of the exercise has been released or is unreleased. The unreleased exercises are being retained for the next Reading assessment, in 1975-76. These exercises will be used again, and comparisons can be made between the 1969-70 results and the results collected during 1975-76.

EXHIBIT 4-4. Exceptional Exercises for the Different Parental Education Groups

Exercise	Subtheme	Performance on the Identified Exercise			
		NHS	SHS	GHS	PHS
U203	A				Worse than usual
R210	A				Worse than usual
U213	A				Worse than usual
U202	B				Worse than usual
U204	B				Worse than usual
R206	B	Better than usual			Worse than usual
U208	B				Worse than usual
U217, part 1	B				Worse than usual
U217, part 2	B		Worse than usual		
U217, part 3	B	Worse than usual			
U217, part 4	B	Worse than usual	Worse than usual		Better than usual
U232, part 2	B	Worse than usual			Better than usual
R214, part 2	C		Worse than usual		
R214, part 3	C				Worse than usual
R214, part 5	C		Worse than usual		
U219	C				Better than usual
R220	C			Worse than usual	
U224	C				Better than usual
U229	C				Worse than usual
U235, part 1	C	Worse than usual			
U235, part 2	C	Worse than usual			Better than usual
U221, part 1	D				Better than usual
R227	D	Worse than usual	Worse than usual		Better than usual
U221, part 3	D		Worse than usual		Better than usual
U225, part 2	D				Worse than usual
R228	D		Worse than usual		
R230	D	Worse than usual		Worse than usual	Better than usual
R231, part 1	D	Worse than usual			
R236, part 1	D	Better than usual			Worse than usual

EXHIBIT 4-5. Median Performances on the Subthemes

Group	Subtheme A	Subtheme B	Subtheme C	Subtheme D	All Subthemes
Region					
Southeast	-1.7	-5.4	-4.9	-4.5	-4.2
West	-1.3	.7	.8	-.9	.1
Central	1.3	2.0	2.2	3.2	2.2
Northeast	1.4	.7	2.4	2.3	1.9
Sex					
Male	-1.1	-.9	-.7	-2.2	-1.4
Female	1.1	1.0	.7	2.2	1.3
Race					
Black	-7.1	-12.9	-16.2	-13.7	-13.2
White	1.3	2.2	2.9	2.7	2.5
Parental Education					
No High School	-2.9	-10.3	-11.0	-7.1	-8.4
Some High School	.4	-4.9	-3.9	-4.9	-3.5
High School Graduate	1.2	1.0	.9	.2	.6
Post High School	2.0	4.6	6.7	6.2	5.7
Size and Type of Community					
Extreme Inner City	-5.9	-6.8	-8.0	-7.9	-7.2
Extreme Rural	-.2	-4.5	-6.6	-2.9	-3.7
Small City	.5	-.7	.6	-.5	-.4
Medium City	.5	.7	-.3	.9	.7
Rest of Big City	-2.2	-.3	.7	-.7	-1.0
Suburban Fringe	.6	3.3	1.9	3.0	2.7
Extreme Affluent Suburb	1.9	5.0	5.1	3.8	4.4
Number of Effects	4	12	14	20	50

The text for released exercises is presented exactly as the exercises were administered during the assessment. The acceptable answer is indicated (by a blackened oval) as is a brief discussion of the exercise itself and how the respondent may have arrived at the acceptable answer.[1]

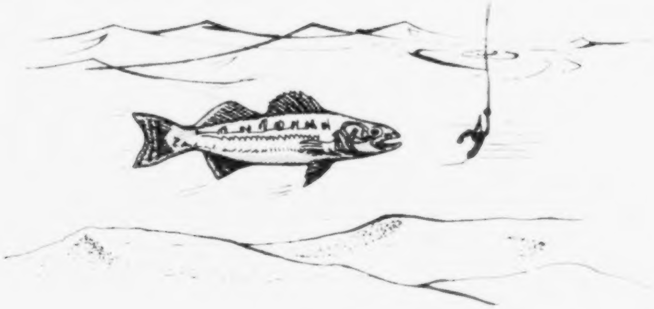
---

[1] Though the correct or best answer may have been reached by guessing, guessing is not considered here as a method for reaching the correct answer; the mention of guessing now is sufficient for all the exercises.

Along with the exercise and/or its description, the percentage of success and the effects are presented for all the groups. A histogram is given with the percentage of success for each group represented by a bar. The leftmost vertical line (which cuts across the bar for each group) represents the national percentage of success, and the distance from the end of a group's bar to that line represents the group's effect--the difference between the performance for a group and the performance of the nation as a whole.

Starred effects (marked with an asterisk) indicate effects that differ reliably from zero.

Exercise R203, Subtheme A



Look at the picture and fill in the oval beside the sentence which tells BEST what the drawing shows.

○ The fish has already eaten the worm.

○ The worm is probably not on a hook and line.

● The fish looks as if he is going to eat the worm.

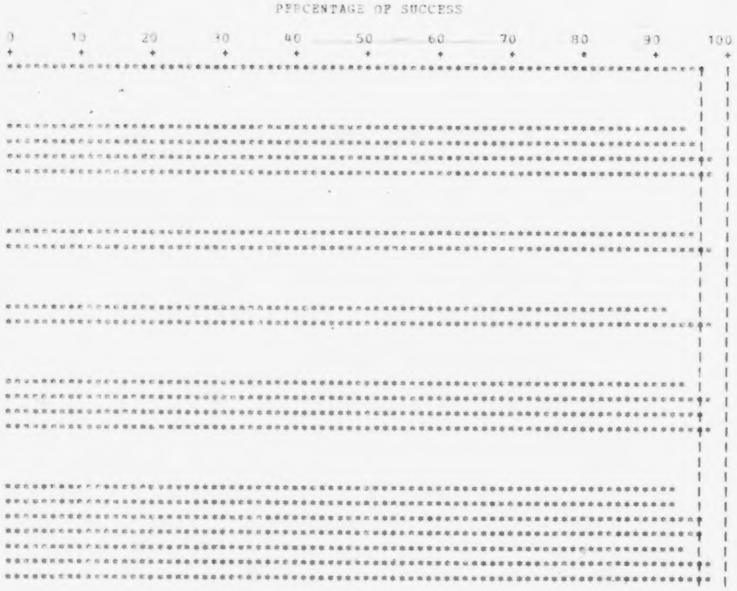
○ The fish is waiting for the worm to be put in the water.

○ I don't know.

T11 05 3/1 03*K203014 93004093 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
96.0	---	NATIONAL	
		REGION	
94.3	-1.7		Southeast
94.5	-1.5		West
97.3	1.3		Central
97.8	1.8*		Northeast
		SEX	
95.0	-1.0*		Male
96.9	0.9*		Female
		COLOR	
91.7	-4.3*		Black
96.9	0.9*		White
		PARENTAL EDUCATION	
93.5	-2.6		No High School
98.0	2.0*		Some High School
96.3	0.3		Graduated High Sch.
97.9	1.9*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
92.9	-3.1		Extreme Inner City
92.6	-3.4*		Extreme Rural
96.0	0.0		Small City
96.1	0.1		Medium City
93.8	-2.2		Rest Of Big City
97.9	1.9*		Suburban Fringe
97.1	1.1		Extreme Aff Suburb

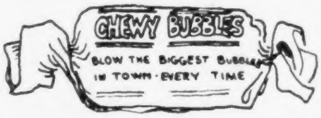


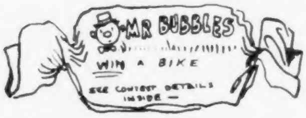
Exercise R203, Subtheme A

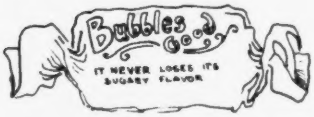
In order to respond correctly, a child could either intuit the feelings of the fish or eliminate the three incorrect responses leaving only the third alternative.

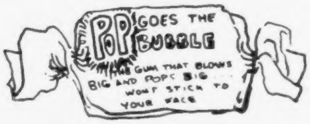
Exercise R204, Subtheme B

If you wanted to buy some bubble gum that would stay sweet for a long time, which of these would you buy? Fill in the oval beside the bubble gum you would buy.

○ 
CHEWY BUBBLES
BLOW THE BIGGEST BUBBLES IN TOWN - EVERY TIME

○ 
MR BUBBLES
WIN A BIKE
SEE CONTEST DETAILS INSIDE —

● 
Bubbles Good
IT NEVER LOSES ITS SUGARY FLAVOR

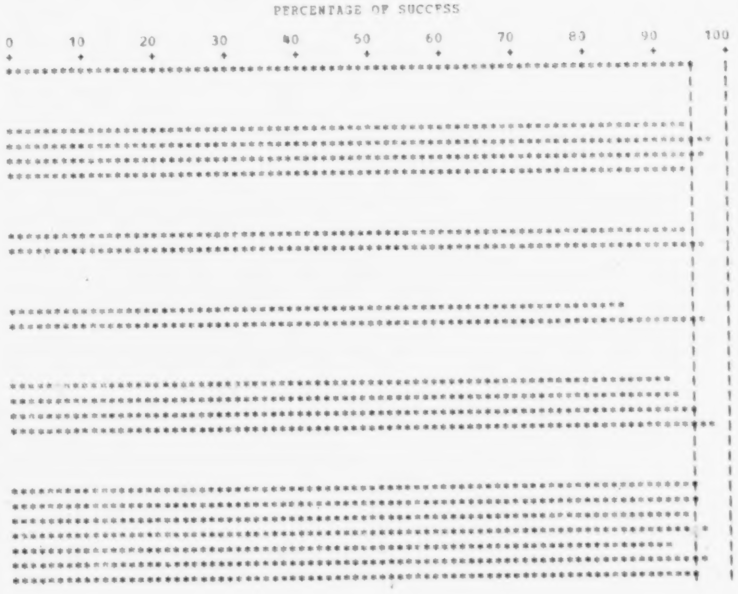
○ 
POP GOES THE BUBBLE
THE GUM THAT BLOWS BIG AND POPS BIG WON'T STICK TO YOUR FACE

○ I don't know

T09 07 3/1 03*X204011 R10000V0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
95.0	---	NATIONAL	
		REGION	
93.7	-1.3		Southeast
97.1	2.2*		West
95.7	0.7		Central
93.3	-1.7		Northeast
		SEX	
94.0	-1.0		Male
96.0	1.0		Female
		COLOR	
84.5	-10.4*		Black
96.7	1.8*		White
		PARENTAL EDUCATION	
91.5	-3.5		No High School
92.3	-2.7		Some High School
95.3	0.3		Graduated High Sch.
97.1	2.1*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
94.7	-0.3		Extreme Inner City
94.7	-0.2		Extreme Rural
94.3	-0.7		Small City
96.1	1.1		Medium City
91.0	-3.9		Rest Of Big City
96.6	1.6		Suburban Fringe
95.5	0.5		Extreme Aff Suburb

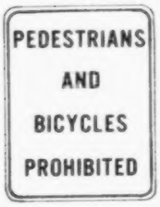


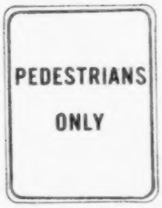
Exercise R204, Subtheme B

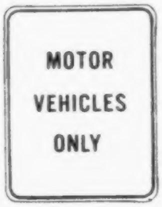
In order to see that the third gum wrapper enclosed a piece of bubble gum that would "stay sweet for a long time," the child would have to understand that the preceding expression and "it never loses its sugary flavor" were synonymous.

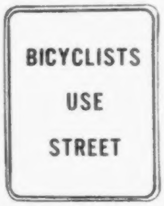
Exercise 8205, Subtheme B

Which sign shows where you should ride your bicycle?

○ 
PEDESTRIANS
AND
BICYCLES
PROHIBITED

○ 
PEDESTRIANS
ONLY

○ 
MOTOR
VEHICLES
ONLY

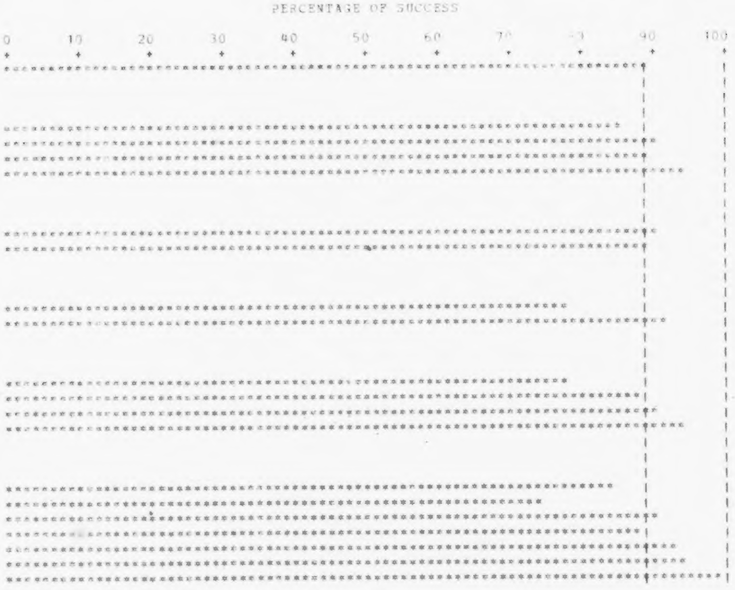
● 
BICYCLISTS
USE
STREET

○ I don't know.

```
'12 01 3/1 04=X205011 81000V0                    9 13 17
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

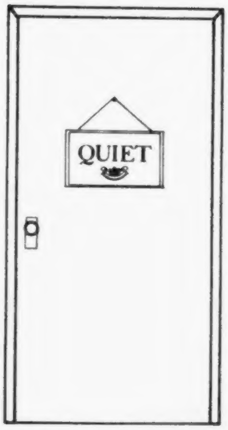
% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
89.3	---	NATIONAL	
		REGION	
84.7	-4.6*		Southeast
90.1	0.8		West
89.1	-0.3		Central
93.4	4.0*		Northeast
		SEX	
89.5	0.1		Male
89.2	-0.1		Female
		COLOR	
77.7	-11.7*		Black
91.5	2.1*		White
		PARENTAL EDUCATION	
77.6	-11.7*		No High School
86.9	-2.4		Some High School
90.1	0.7		Graduated High Sch.
94.2	4.8*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
84.1	-5.3		Extreme Inner City
73.3	-16.0*		Extreme Rural
89.7	0.4		Small City
87.7	-1.6		Medium City
92.9	3.5		Rest Of Big City
94.1	4.7*		Suburban Fringe
98.2	8.9*		Extreme Aff Suburb



Exercise R205, Subtheme B

In order to respond correctly to this exercise, a child would have had to know the meanings of _pedestrians_, _motor vehicles_ and _prohibited_, and he would have to know that a _bicyclist_ is one who rides a bicycle.

Exercise R206, Subtheme B



Look at the picture and fill in the oval beside the sentence which tells BEST what the drawing shows.

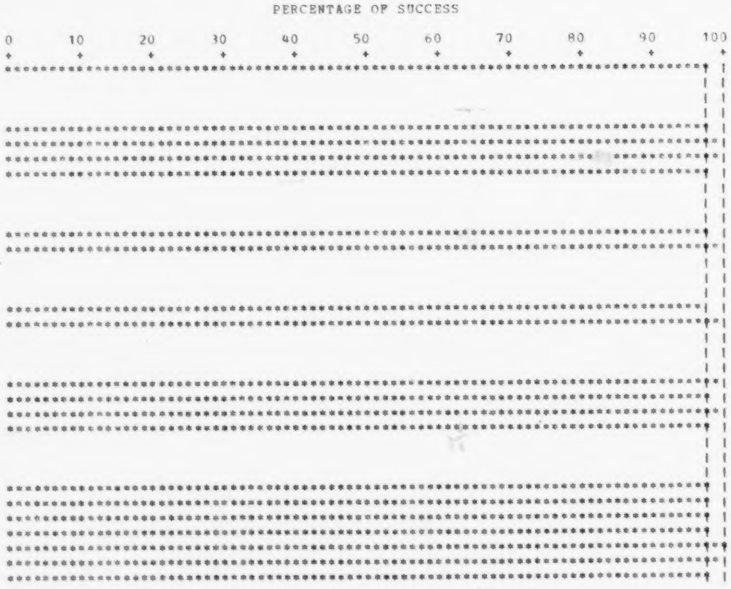
○ A sign is hanging by the door.
● A sign is hanging on the door.
○ A sign is hanging over the door.
○ A sign is hanging near the door.

○ I don't know.

T03 15 3/1 02*X206011 R10000V0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
97.9	---	NATIONAL	
		REGION	
97.2	-0.7		Southeast
98.4	0.5		West
98.3	0.4		Central
97.6	-0.3		Northeast
		SEX	
97.0	-0.9*		Male
98.9	1.0*		Female
		COLOR	
96.6	-1.3		Black
98.1	0.2		White
		PARENTAL EDUCATION	
98.9	1.0		No High School
97.5	-0.4		Some High School
98.9	1.0*		Graduated High Sch.
97.9	-0.0		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
97.5	-0.4		Extreme Inner City
97.9	0.0		Extreme Rural
97.5	-0.4		Small City
97.5	-0.4		Medium City
100.0	2.1*		Rest Of Big City
98.6	0.6		Suburban Fringe
97.8	-0.1		Extreme Aff Suburb



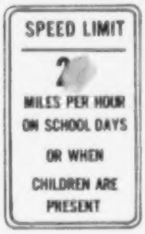
Exercise R206, Subtheme B

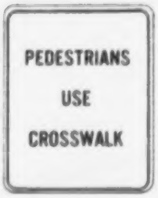
This exercise required two things of the children who took it. First, it required that they be able to determine where the sign was hanging relative to the door, and second, they had to translate their perceptions into the proper preposition, in this case, on.

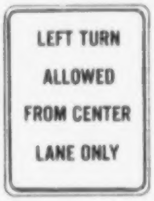
Exercise R208, Subtheme B

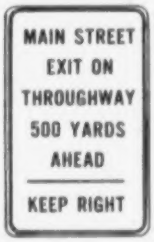
Some road signs tell people who are driving cars what to do. Other signs tell people who are walking what to do.

If you are walking, which sign tells you what to do? Fill in the oval beside the correct sign.

○ 
SPEED LIMIT
2
MILES PER HOUR
ON SCHOOL DAYS
OR WHEN
CHILDREN ARE
PRESENT

● 
PEDESTRIANS
USE
CROSSWALK

○ 
LEFT TURN
ALLOWED
FROM CENTER
LANE ONLY

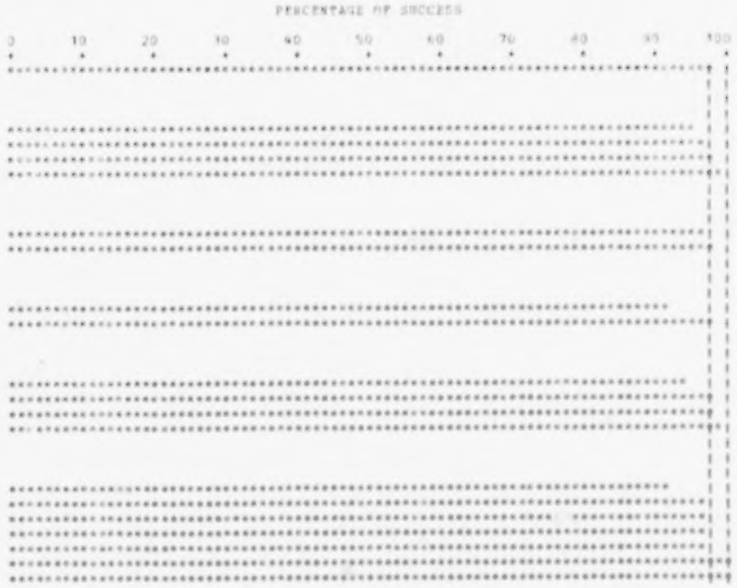
○ 
MAIN STREET
EXIT ON
THROUGHWAY
500 YARDS
AHEAD
KEEP RIGHT

○ I don't know

TOM 05 3/1 03*K208011 R10000V0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
96.9	---	NATIONAL	
		REGION	
95.2	-1.7		Southeast
96.2	-0.7		West
97.7	0.8		Central
98.5	1.6*		Northeast
		SEX	
96.4	-0.5		Male
97.5	0.6		Female
		COLOR	
91.0	-5.9*		Black
97.7	0.8*		White
		PARENTAL EDUCATION	
94.0	-2.9		No High School
97.0	0.0		Some High School
97.9	0.9*		Graduated High Sch.
98.5	1.6*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
91.5	-5.3*		Extreme Inner City
95.9	-1.0		Extreme Rural
96.2	-0.7		Small City
96.6	-0.3		Medium City
95.7	-1.2		Rest Of Big City
99.4	2.5*		Suburban Fringe
99.4	2.5*		Extreme Aff Suburb



Exercise R208, Subtheme B

This exercise required children to be able to determine that only the upper right hand sign pertained to a person who was walking. There were two ways a child could choose the correct sign: he could know the meaning of the word pedestrians (since only one sign referred to walkers), or he could eliminate the other three signs by figuring out that they all pertained to cars.

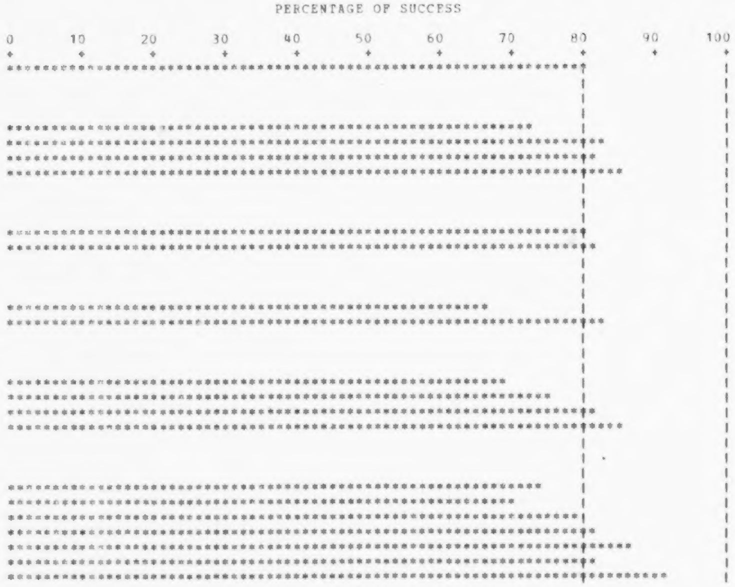
Exercise X209, Subtheme B

Look at the labels from two cans of dog food. One can has more protein in it than the other. Fill in the oval below the dog food that contains more protein.

Ash	3%	Ash	2%
Crude fiber	17%	Crude fiber	45%
Crude protein	65%	Crude protein	20%
Crude fat	11%	Crude fat	30%
Moisture	4%	Moisture	.3%
Vitamin E	trace	Vitamin E	trace
PREMIUM DOG FOOD A Beef Product		HEARTY DOG FOOD A Balanced Meal	
●		○	

○ I don't know.

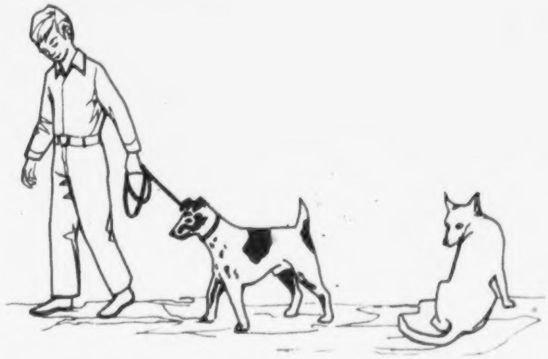
```
[illegible]  01*X209013 R00300V0                    9 13

                         NATIONAL AND GROUP PERCENTAGES OF SUCCESS

  % OF          GROUP
  SUCCESS       EFFECT     VARIABLE________GROUP

  [illegible]   ---        NATIONAL

                           REGION
  [illegible]   -7.9*                  Southeast
  [illegible]    1.8                        West
  [illegible]    1.3                     Central
  [illegible]    4.2*                  Northeast

                           SEX
  [illegible]   -0.2                        Male
  [illegible]    0.2                      Female

                           COLOR
  [illegible]  -14.0*                      Black
  [illegible]    2.3*                      White

                           PARENTAL EDUCATION
  [illegible]  -11.6*             No High School
  [illegible]   -5.2            Some High School
  [illegible]    0.3         Graduated High Sch.
  [illegible]    4.6*           Post High School

                           SIZE-AND-TYPE
                           OF COMMUNITY
  [illegible]   -7.1        Extreme Inner City
  [illegible]  -10.1*           Extreme Rural
  [illegible]   -1.3               Small City
  [illegible]    1.4              Medium City
  [illegible]    6.2          Rest Of Big City
  [illegible]    0.7         Suburban Fringe
  [illegible]   11.0*      Extreme Aff Suburb
```



Exercise R209, Subtheme B

In order to respond correctly to this exercise, a child had to know that 65 was greater than 20, *and* he had to assume that the HEARTY can was not more than 3 1/4 times larger than the PREMIUM can.

Exercise R210, Subtheme A



Look at the picture and fill in the oval beside the sentence which tells BEST what the drawing shows.

○ The boy has two dogs on a leash.

○ The boy is walking behind his dog.

● The dog on the leash has spots on it.

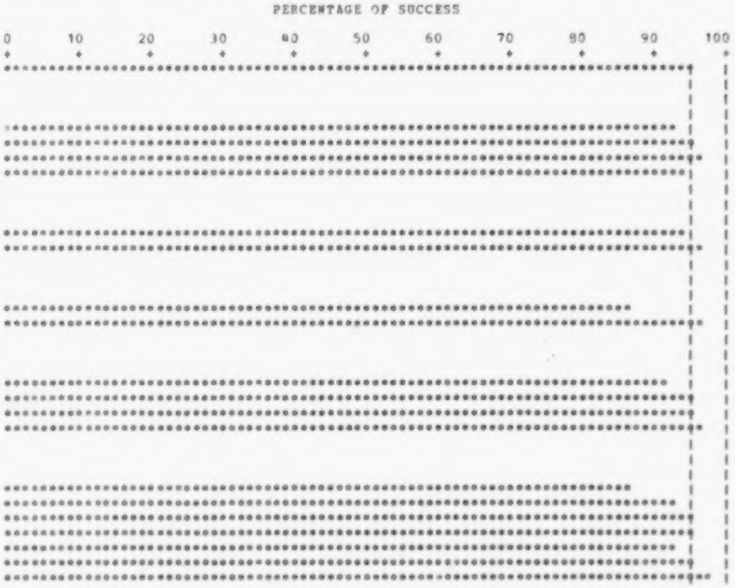
○ The dog sitting down has spots on it.

○ I don't know.

T06 04 3/1 03*X210011 R10000V0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
94.5	---	NATIONAL	
		REGION	
92.9	-1.7		Southeast
95.2	0.6		West
95.9	1.3		Central
94.2	-0.3		Northeast
		SEX	
93.3	-1.2*		Male
95.8	1.3*		Female
		COLOR	
86.6	-7.9*		Black
96.1	1.5*		White
		PARENTAL EDUCATION	
91.4	-3.2		No High School
94.6	0.1		Some High School
95.0	0.4		Graduated High Sch.
96.7	2.2*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
85.9	-8.7*		Extreme Inner City
92.3	-2.2		Extreme Rural
95.1	0.6		Small City
95.5	0.9		Medium City
92.2	-2.3		Rest Of Big City
95.3	0.7		Suburban Fringe
97.0	2.4*		Extreme Aff Suburb

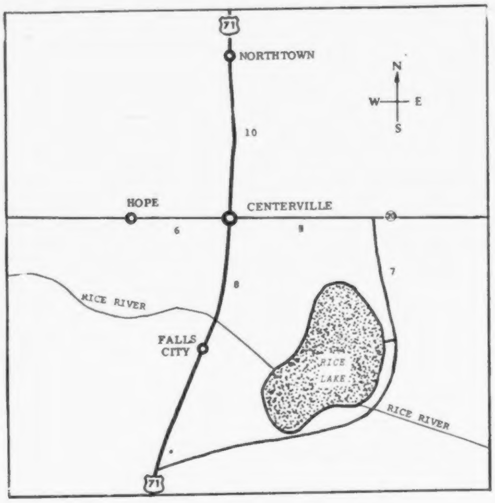


Exercise R210, Subtheme A

This exercise required 13-year-olds to evaluate four different descriptions of a picture and decide which description was most accurate. The instructions to the child imply that there is no correct response, but only a best one. This may mean that even though half of the sitting dog is hidden, and the hidden part may be laden with spots, the third alternative is preferred because it is more readily verifiable.

Exercise R214, Subtheme C

Look at the road map and read each sentence carefully. If what the sentence says is true, fill in the oval beside "True." If what the sentence says is not true, fill in the oval beside "False." If you can't decide if the sentence is true or false, fill in the oval beside "I don't know."



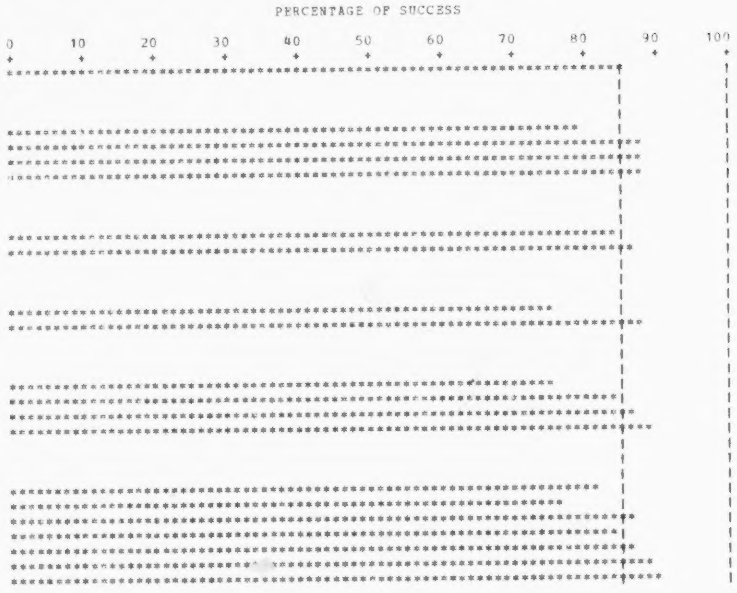
A. By car Northtown is closer to Rice Lake than to Hope.

○ True

● False

○ I don't know.

```
F10 03  3/1  02*X214013 R00300V0                    9 13 17

                         NATIONAL AND GROUP PERCENTAGES OF SUCCESS

 % OF     GROUP
SUCCESS   EFFECT    VARIABLE______GROUP

  85.1     ---      NATIONAL

                    REGION
  79.1    -6.9*                Southeast
  87.1     2.0                      West
  87.4     2.3                   Central
  87.4     2.4                 Northeast

                    SEX
  83.6    -1.4                      Male
  86.4     1.4                    Female

                    COLOR
  75.5    -9.5*                    Black
  87.2     2.1*                    White

                    PARENTAL EDUCATION
  75.5    -9.6*           No High School
  83.5    -1.6          Some High School
  86.2     1.1       Graduated High Sch.
  88.6     3.5*         Post High School

                    SIZE-AND-TYPE
                    OF COMMUNITY
  81.6    -3.5        Extreme Inner City
  76.8    -8.3             Extreme Rural
  85.7     0.6                Small City
  84.4    -0.7               Medium City
  86.0     0.9          Rest Of Big City
  88.5     3.4*         Suburban Fringe
  90.1     5.0*       Extreme Aff Suburb
```



B. You can drive all the way from Northtown to Falls City on Highway 71.

● True

○ False

○ I don't know.

```
F10 13  4/1  01*X214023 R00300V0                           9 13 17

                                        NATIONAL AND GROUP PERCENTAGES OF SUCCESS

  % OF    GROUP                                                                         PERCENTAGE OF SUCCESS
SUCCESS   EFFECT   VARIABLE_______GROUP
                                             0         10        20        30        40        50        60        70        80        90        100
                                             +         +         +         +         +         +         +         +         +         +         +
  95.2     ---     NATIONAL                  ***********************************************************************************************|    |
                                                                                                                                            |    |
                   REGION                                                                                                                   |    |
  92.6    -2.6                   Southeast   *********************************************************************************************  |    |
  96.5     1.3                        West   *************************************************************************************************   |
  95.8     0.6                     Central   ************************************************************************************************    |
  95.8     0.6                   Northeast   ************************************************************************************************    |
                                                                                                                                            |    |
                   SEX                                                                                                                      |    |
  95.3     0.1                        Male   ***********************************************************************************************|    |
  95.1    -0.1                      Female   ***********************************************************************************************|    |
                                                                                                                                            |    |
                   COLOR                                                                                                                    |    |
  86.4    -8.7*                      Black   **************************************************************************************         |    |
  97.1     1.9*                      White   *************************************************************************************************   |
                                                                                                                                            |    |
                   PARENTAL EDUCATION                                                                                                       |    |
  97.7    -7.4*             No High School   ****************************************************************************************       |    |
  96.0     0.8            Some High School   ************************************************************************************************    |
  95.5     0.3         Graduated High Sch.   ************************************************************************************************    |
  97.3     2.1*           Post High School   *************************************************************************************************   |
                                                                                                                                            |    |
                   SIZE-AND-TYPE                                                                                                            |    |
                   OF COMMUNITY                                                                                                             |    |
  89.3    -5.8*         Extreme Inner City   *****************************************************************************************      |    |
  91.4    -3.8               Extreme Rural   *******************************************************************************************    |    |
  95.1     0.9                  Small City   ************************************************************************************************    |
  96.0     0.9                 Medium City   ************************************************************************************************    |
  95.6     0.4            Rest Of Big City   ************************************************************************************************    |
  95.9     0.8             Suburban Fringe   ************************************************************************************************    |
  98.7     3.6*         Extreme Aff Suburb   ***************************************************************************************************|
```

C. Hope is the town closest to Centerville.

● True

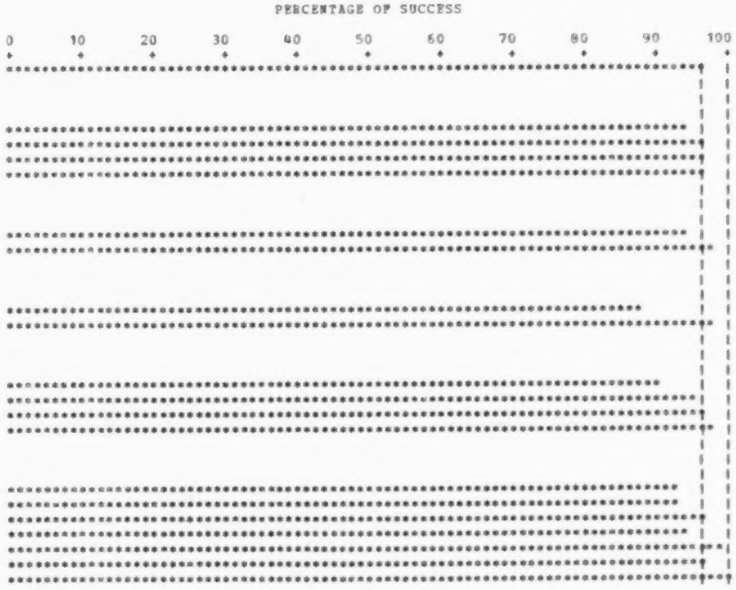
○ False

○ I don't know.

T10 03 5/1 01*X214033 R00300V0 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
95.6	---	NATIONAL	
		REGION	
93.4	-2.2		Southeast
95.9	0.3		West
96.4	0.8		Central
96.6	1.0		Northeast
		SEX	
94.3	-1.4*		Male
96.9	1.3*		Female
		COLOR	
88.0	-7.6*		Black
97.2	1.5*		White
		PARENTAL EDUCATION	
90.1	-5.5*		No High School
94.9	-0.7		Some High School
96.5	0.9		Graduated High Sch.
97.4	1.7*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
92.0	-3.6		Extreme Inner City
92.6	-3.0*		Extreme Rural
96.4	0.7		Small City
93.8	-1.8		Medium City
99.1	3.4*		Rest Of Big City
96.7	1.1		Suburban Fringe
100.0	4.4*		Extreme Aff Suburb



D. Centerville is farther west than Hope.

○ True

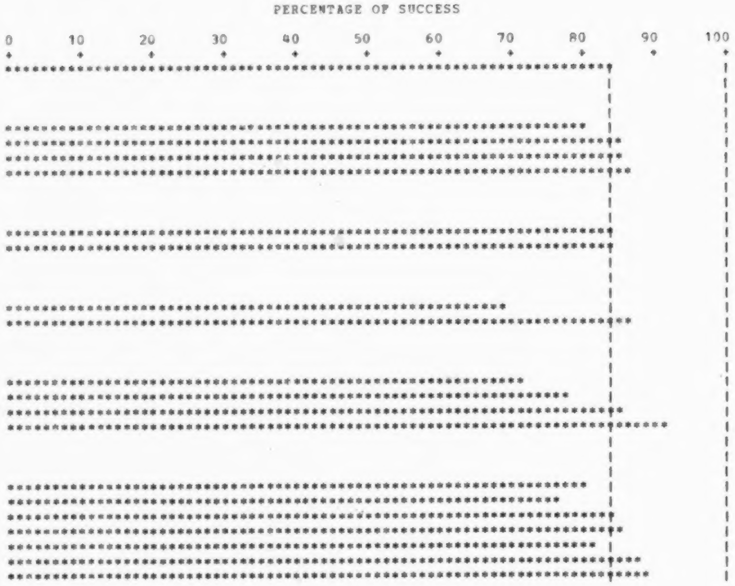
● False

○ I don't know.

T10 93 6/1 02*E214043 90030070 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
83.8	---	NATIONAL	
		REGION	
79.6	-4.2		Southeast
84.5	0.8		West
84.7	0.9		Central
86.1	2.3		Northeast
		SEX	
83.8	0.0		Male
83.7	-0.0		Female
		COLOR	
69.1	-14.7*		Black
86.8	3.0*		White
		PARENTAL EDUCATION	
71.1	-12.6*		No High School
77.0	-6.8*		Some High School
84.4	0.6		Graduated High Sch.
90.8	7.0*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
80.1	-3.6		Extreme Inner City
76.0	-7.7		Extreme Rural
83.4	-0.3		Small City
84.7	0.9		Medium City
81.7	-2.1		Rest Of Big City
87.5	3.7		Suburban Fringe
88.6	4.8		Extreme Aff Suburb



E. Highway 20 runs on the south side of Rice River.

○ True

● False

○ I don't know.

```
T10 03  7/1  02*K214053 R03300V0                              9 13 17

                                                      NATIONAL AND GROUP PERCENTAGES OF SUCCESS

  % OF     GROUP                                                               PERCENTAGE OF SUCCESS
 SUCCESS   EFFECT   VARIABLE______GROUP
                                            0         10        20        30        40        50        60        70        80        90       100
                                            +         +         +         +         +         +         +         +         +         +         +
   71.0     ---    NATIONAL                 ***********************************************************************|                            |
                                                                                                                   |                            |
                   REGION                                                                                          |                            |
   62.6    -8.4*                 Southeast  ***************************************************************        |                            |
   73.0     2.0                       West  ***********************************************************************|*                           |
   74.9     3.9*                   Central  ***********************************************************************|***                         |
   73.0     2.0                  Northeast  ***********************************************************************|*                           |
                                                                                                                   |                            |
                   SEX                                                                                             |                            |
   71.8     0.8                       Male  ***********************************************************************|                            |
   70.2    -0.8                     Female  ********************************************************************** |                            |
                                                                                                                   |                            |
                   COLOR                                                                                           |                            |
   51.3   -19.7*                     Black  ***************************************************                    |                            |
   75.0     4.0*                     White  ***********************************************************************|***                         |
                                                                                                                   |                            |
                   PARENTAL EDUCATION                                                                              |                            |
   54.9   -16.1*            No High School  *******************************************************                |                            |
   59.2   -11.8*          Some High School  ***********************************************************            |                            |
   72.8     1.8        Graduated High Sch.  ***********************************************************************|*                           |
   79.5     8.5*          Post High School  ***********************************************************************|********                    |
                                                                                                                   |                            |
                   SIZE-AND-TYPE                                                                                   |                            |
                   OF COMMUNITY                                                                                    |                            |
   56.4   -14.6*        Extreme Inner City  ********************************************************               |                            |
   64.9    -6.1              Extreme Rural  *****************************************************************      |                            |
   73.9     2.8*                Small City  ***********************************************************************|**                          |
   68.6    -2.4                Medium City  *********************************************************************  |                            |
   76.7     5.7           Rest Of Big City  ***********************************************************************|*****                       |
   76.6     5.6*           Suburban Fringe  ***********************************************************************|*****                       |
   76.2     5.2*        Extreme Aff Suburb  ***********************************************************************|****                        |
```

Exercise R214, Subtheme C

The five parts of this question all asked children to answer questions using the map provided. The map reading skills involved included: translating distances on a map into distances between places, determining whether particular routes existed, reading relative distances and determining relative positions.

Exercise R219, Subtheme C

Read the passage and look at the chart, then complete the sentence below it.

> This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day.*

material deleted due to
copyright restrictions

Most fatal accidents occurred between

○ 1 a.m. and 2 a.m.
● 2 a.m. and 3 a.m.
○ 4 a.m. and 5 a.m.
○ 6 a.m. and 7 a.m.
○ 7 a.m. and 8 a.m.

○ I don't know.

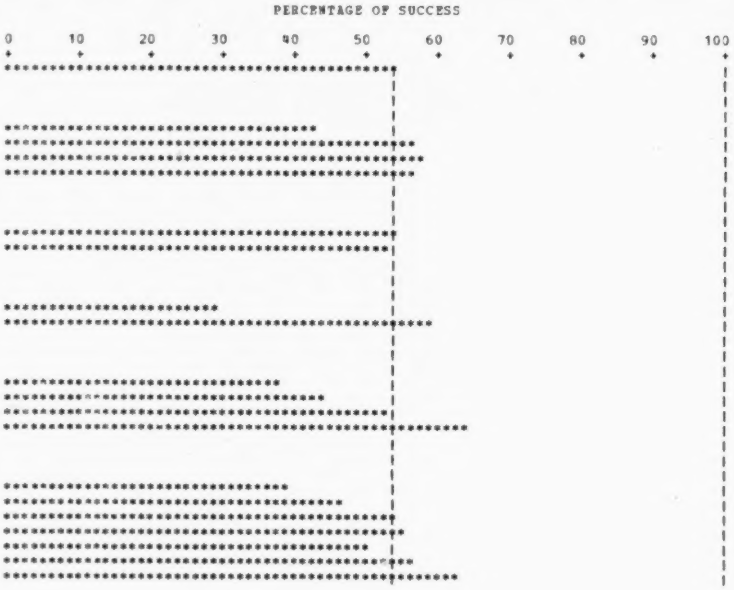
---

*Youth at the Wheel, Harold T. Glenn, reprinted by permission of Chas. A. Bennett Co., Inc.

T03 11 3/1 02*X219013 R00300V0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
53.5	---	NATIONAL	
		REGION	
42.5	-10.9*		Southeast
56.0	2.5		West
57.6	4.1		Central
56.6	3.1		Northeast
		SEX	
53.9	0.5		Male
53.0	-0.5		Female
		COLOR	
29.3	-25.2*		Black
58.4	5.0*		White
		PARENTAL EDUCATION	
37.5	-16.0*		No High School
44.0	-9.4*		Some High School
53.0	-0.4		Graduated High Sch.
64.3	10.9*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
38.5	-15.0*		Extreme Inner City
46.3	-7.2		Extreme Rural
53.5	0.1		Small City
55.4	1.9		Medium City
49.7	-3.7		Rest Of Big City
56.8	3.3		Suburban Fringe
63.1	9.6*		Extreme Aff Suburb



Exercise R219, Subtheme C

Respondents were asked to find the modal group in this exercise.

Exercise R220, Subtheme C

Read the passage and look at the chart, then answer the question which follows it.

> This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day.*

material deleted due to

copyright restrictions

All but one of the following factual conclusions can be reached from the data presented. Which statement goes beyond the data given in the chart?

○ Fewer fatal accidents occur during the day than at night.

○ Driving at a time when most people would be sleepy is dangerous.

● Eating a good lunch tends to keep drivers alert to driving hazards.

○ Traffic becomes heavier at the end of the working day than at the beginning.

○ Just because there are few vehicles on the road is no reason to relax one's safety precautions.

○ I don't know.

*Youth at the Wheel, Harold T. Glenn, reprinted by permission of Chas. A. Bennett Co., Inc.

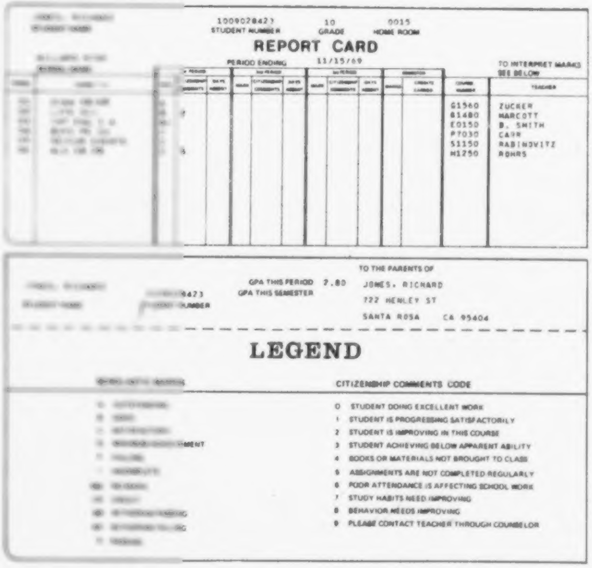
```
*04 08  1/1  03*R220011 R0010090                    11 17 A

                                       NATIONAL AND GROUP PERCENTAGES OF SUCCESS

  % OF     GROUP                                                       PERCENTAGE OF SUCCESS
 SUCCESS   EFFECT   VARIABLE.......GROUP
                                          0     10     20     30     40     50     60     70     80     90    100
                                          *      *      *      *      *      *      *      *      *      *      *
  16.7      ---     NATIONAL              *************|                                                      |
                                                       |                                                      |
                                                       |                                                      |
                    REGION                             |                                                      |
  16.3     -0.4                Southeast  *************|                                                      |
  17.0      0.3                     West  *************|*                                                     |
  17.3      0.6                  Central  *************|*                                                     |
  16.3     -0.3                Northeast  *************|                                                      |
                                                       |                                                      |
                                                       |                                                      |
                    SEX                                |                                                      |
  17.2      0.6                     Male  *************|*                                                     |
  16.1     -0.5                   Female  *************|                                                      |
                                                       |                                                      |
                                                       |                                                      |
                    COLOR                              |                                                      |
   9.1     -7.6*                   Black  ********     |                                                      |
  17.8      1.1*                   White  *************|*                                                     |
                                                       |                                                      |
                                                       |                                                      |
                    PARENTAL EDUCATION                 |                                                      |
  14.2     -2.5           No High School  ************ |                                                      |
  13.8     -2.9         Some High School  ************ |                                                      |
  13.1     -3.5*      Graduated High Sch. ************ |                                                      |
  22.5      5.8*        Post High School  *************|*****                                                 |
                                                       |                                                      |
                    SIZE-AND-TYPE                      |                                                      |
                    OF COMMUNITY                       |                                                      |
   8.9     -7.8*      Extreme Inner City  ********     |                                                      |
  16.5     -0.1          Extreme Rural    *************|                                                      |
  16.0     -0.6               Small City  *************|                                                      |
  15.6     -1.0              Medium City  *************|                                                      |
  21.1      4.5*        Rest Of Big City  *************|****                                                  |
  18.0      1.4         Suburban Fringe   *************|*                                                     |
  21.2      4.6      Extreme Aff Suburb   *************|****                                                  |
```

Exercise R220, Subtheme C

The respondents were asked to determine which alternative was unrelated to the chart.

[redacted]heme D

[redacted]g report card. What period of time do these [redacted]



[redacted]

1009028423
STUDENT NUMBER

10
GRADE

0015
HOME ROOM

REPORT CARD

PERIOD ENDING 11/15/69

TO INTERPRET MARKS SEE BELOW

COURSE NUMBER	TEACHER
G1560	ZUCKER
B1480	MARCOTT
E0150	B. SMITH
P7030	CARR
S1150	RABINOVITZ
M1250	ROHRS

[redacted] [redacted]8423 STUDENT NUMBER

GPA THIS PERIOD 2.80
GPA THIS SEMESTER

TO THE PARENTS OF
JONES, RICHARD
722 HENLEY ST
SANTA ROSA CA 95404

LEGEND

[redacted]

CITIZENSHIP COMMENTS CODE

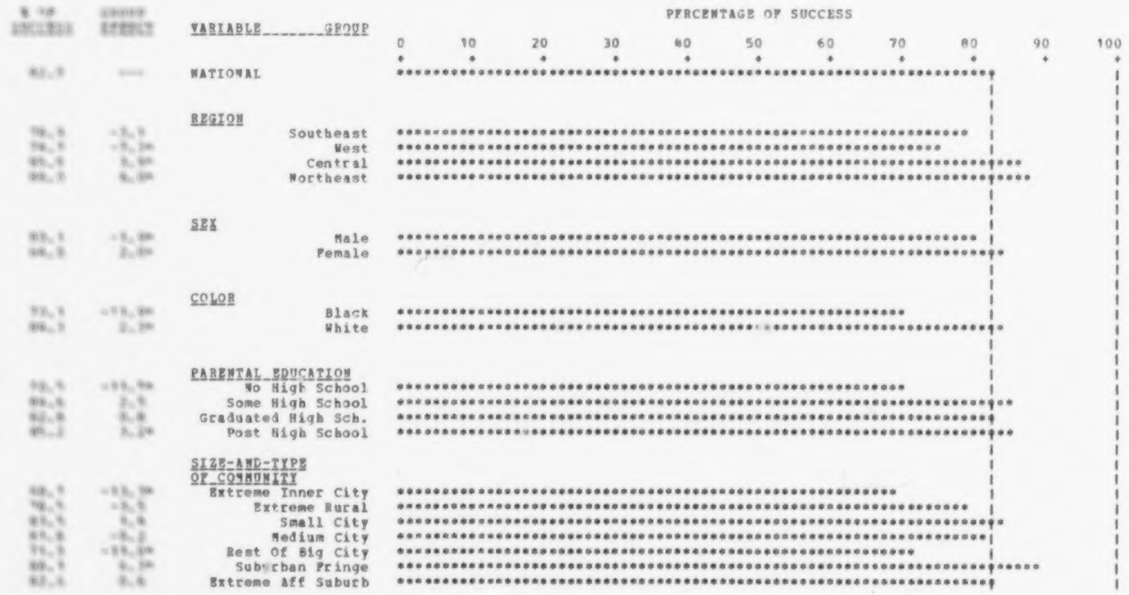
0 STUDENT DOING EXCELLENT WORK
1 STUDENT IS PROGRESSING SATISFACTORILY
2 STUDENT IS IMPROVING IN THIS COURSE
3 STUDENT ACHIEVING BELOW APPARENT ABILITY
4 BOOKS OR MATERIALS NOT BROUGHT TO CLASS
5 ASSIGNMENTS ARE NOT COMPLETED REGULARLY
6 POOR ATTENDANCE IS AFFECTING SCHOOL WORK
7 STUDY HABITS NEED IMPROVING
8 BEHAVIOR NEEDS IMPROVING
9 PLEASE CONTACT TEACHER THROUGH COUNSELOR

● The first reporting period
○ The second reporting period
○ The entire semester
○ The entire year

○ I don't know.

[redacted]6013 R00300V0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

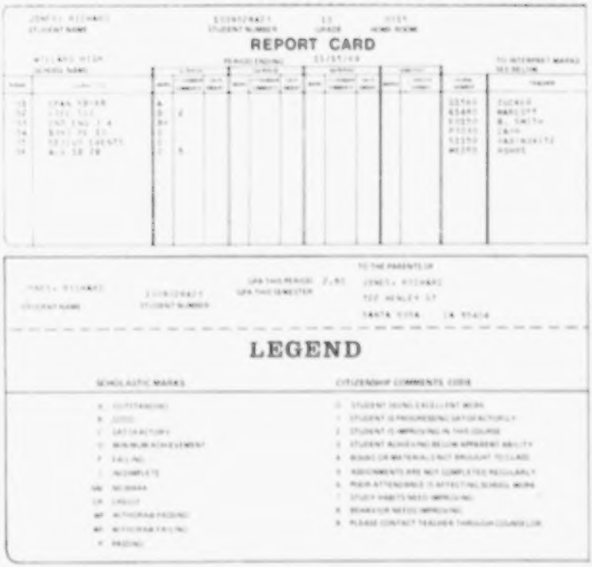


Exercise R226, Subtheme D

This exercise required the respondent to locate the phrase containing the words "period" and "time" and note the numbers associated with them.

Exercise R227, Subtheme D

Look at the following report card. This student is improving his work in which subject area?



JONES, RICHARD
STUDENT NAME
STUDENT NUMBER
GRADE
HOME ROOM

REPORT CARD

SCHOOL NAME
PERIOD ENDING
TO INTERPRET MARKS SEE BELOW
TEACHER

STUDENT NAME
STUDENT NUMBER
GPA THIS PERIOD
GPA THIS SEMESTER
TO THE PARENTS OF

LEGEND

SCHOLASTIC MARKS
A OUTSTANDING
B GOOD
C SATISFACTORY
D MINIMUM ACHIEVEMENT
F FAILING
I INCOMPLETE
NM NO MARK
CR CREDIT
WP WITHDRAW PASSING
WF WITHDRAW FAILING
P PASSING

CITIZENSHIP COMMENTS CODE
0 STUDENT DOING EXCELLENT WORK
1 STUDENT IS PROGRESSING SATISFACTORILY
2 STUDENT IS IMPROVING IN THIS COURSE
3 STUDENT ACHIEVING BELOW APPARENT ABILITY
4 BOOKS OR MATERIALS NOT BROUGHT TO CLASS
5 ASSIGNMENTS ARE NOT COMPLETED REGULARLY
6 POOR ATTENDANCE IS AFFECTING SCHOOL WORK
7 STUDY HABITS NEED IMPROVING
8 BEHAVIOR NEEDS IMPROVING
9 PLEASE CONTACT TEACHER THROUGH COUNSELOR

○ English
● Foreign language
○ Mathematics
○ Science

○ I don't know.

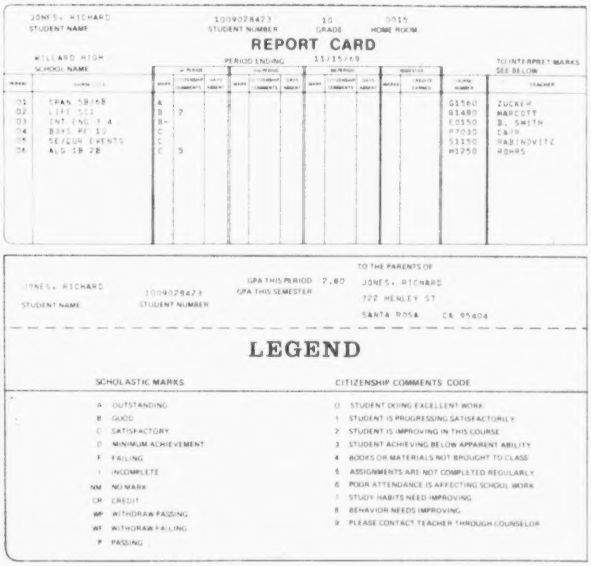
```
[illegible]                                            11 17 A

                                       NATIONAL AND GROUP PERCENTAGES OF SUCCESS

 % OF     GROUP                                                    PERCENTAGE OF SUCCESS
SUCCESS   EFFECT    VARIABLE.......GROUP        0       10      20      30      40      50      60      70      80      90      100
                                                .       .       .       .       .       .       .       .       .       .       .
  52.9      ---     NATIONAL                    ******************************************I                                     I
                                                                                          I                                     I
                    REGION                                                                I                                     I
  41.3    -11.6*                   Southeast    *********************************         I                                     I
  55.6      2.8                         West    ******************************************I*                                    I
  56.9      4.0                      Central    ******************************************I**                                   I
  56.5      3.6                    Northeast    ******************************************I**                                   I
                                                                                          I                                     I
                    SEX                                                                   I                                     I
  49.7     -3.2*                        Male    ****************************************  I                                     I
  55.9      3.0*                      Female    ******************************************I**                                   I
                                                                                          I                                     I
                    COLOR                                                                 I                                     I
  24.5    -28.3*                       Black    ********************                      I                                     I
  58.5      5.6*                       White    ******************************************I****                                 I
                                                                                          I                                     I
                    PARENTAL EDUCATION                                                    I                                     I
  31.9    -21.0*              No High School    **************************                I                                     I
  38.7    -14.1*            Some High School    *******************************           I                                     I
  54.5      1.6          Graduated High Sch.    ******************************************I*                                    I
  64.4     11.5*            Post High School    ******************************************I*********                            I
                                                                                          I                                     I
                    SIZE-AND-TYPE                                                         I                                     I
                    OF COMMUNITY                                                          I                                     I
  31.3    -21.6*          Extreme Inner City    *************************                 I                                     I
  44.3     -8.5                Extreme Rural    ***********************************       I                                     I
  49.7     -3.2                   Small City    ****************************************  I                                     I
  49.9     -3.0                  Medium City    ****************************************  I                                     I
  61.9      9.0*            Rest Of Big City    ******************************************I*******                              I
  58.9      6.0              Suburban Fringe    ******************************************I****                                 I
  65.3     12.5*          Extreme Aff Suburb    ******************************************I*********                            I
```

Exercise R227, Subtheme D

This exercise required the respondent to look up a code in the legend provided at the bottom of the report card.

Exercise R228, Subtheme D

Look at the following report card. In which class does this student appear to have a problem?



JONES, RICHARD STUDENT NAME	1009028423 STUDENT NUMBER	10 GRADE	0015 HOME ROOM		

REPORT CARD

WILLARD HIGH
SCHOOL NAME

PERIOD ENDING 11/15/79

TO INTERPRET MARKS SEE BELOW

		MARK	CITIZENSHIP COMMENTS		TEACHER
01	SPAN 5B/6B	A		G1560	ZUCKER
02	LIFE SCI	B	2	B1480	MARCOTT
03	INT ENG 3 4	B-		E0150	B. SMITH
04	BOYS PE 10	C		P7030	CARR
05	SE/CUR EVENTS	C		S1150	RABINOVITZ
06	ALG 1B 2B	C	5	M1250	ROHRS

JONES, RICHARD
STUDENT NAME

1009028423
STUDENT NUMBER

GPA THIS PERIOD 2.80
GPA THIS SEMESTER

TO THE PARENTS OF
JONES, RICHARD
722 HENLEY ST
SANTA ROSA CA 95404

LEGEND

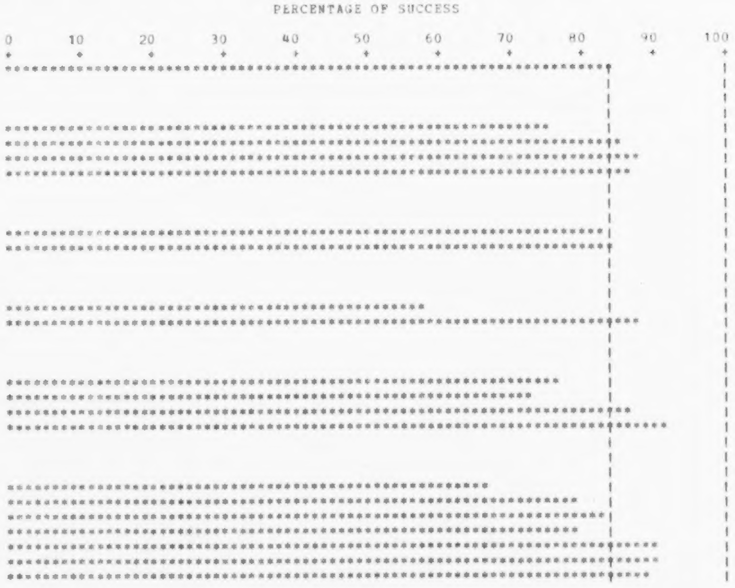
SCHOLASTIC MARKS		CITIZENSHIP COMMENTS CODE	
A	OUTSTANDING	0	STUDENT DOING EXCELLENT WORK
B	GOOD	1	STUDENT IS PROGRESSING SATISFACTORILY
C	SATISFACTORY	2	STUDENT IS IMPROVING IN THIS COURSE
D	MINIMUM ACHIEVEMENT	3	STUDENT ACHIEVING BELOW APPARENT ABILITY
F	FAILING	4	BOOKS OR MATERIALS NOT BROUGHT TO CLASS
I	INCOMPLETE	5	ASSIGNMENTS ARE NOT COMPLETED REGULARLY
NM	NO MARK	6	POOR ATTENDANCE IS AFFECTING SCHOOL WORK
CR	CREDIT	7	STUDY HABITS NEED IMPROVING
WP	WITHDRAW PASSING	8	BEHAVIOR NEEDS IMPROVING
WF	WITHDRAW FAILING	9	PLEASE CONTACT TEACHER THROUGH COUNSELOR
P	PASSING		

● Algebra
○ English
○ Physical Education
○ Science

○ I don't know.

T08 11 3/1 01*X228013 R00300V0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
83.3	---	NATIONAL	
		REGION	
75.2	-8.1*		Southeast
84.5	1.2		West
87.0	3.7		Central
86.0	2.7		Northeast
		SEX	
82.7	-0.6		Male
84.0	0.6		Female
		COLOR	
58.0	-25.3*		Black
86.9	3.6*		White
		PARENTAL EDUCATION	
76.6	-6.7		No High School
72.6	-10.8*		Some High School
85.7	2.3		Graduated High Sch.
90.8	7.5*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
66.8	-16.5*		Extreme Inner City
78.9	-4.4		Extreme Rural
82.7	-0.6		Small City
79.3	-4.0		Medium City
89.5	6.2*		Rest Of Big City
89.5	6.2*		Suburban Fringe
89.4	6.0*		Extreme Aff Suburb

Exercise R228, Subtheme D

A respondent answered this question acceptably if he understood that "assignments not completed regularly" is a problem.

Exercise R230, Subtheme D

Look at the chart and answer the question which follows it. You have planned to do the following things this week:

Monday	9:00 a.m. - 4:30 p.m.	School
Monday	5:00 p.m. - 6:15 p.m.	Cheerleader practice
Tuesday	---------------	Vacation from school
Wednesday	9:00 a.m. - 4:30 p.m.	School
Wednesday	7:00 p.m.	Bowling
Thursday	9:00 a.m. - 4:30 p.m.	School
Thursday	10:00 p.m.	Slumber party
Friday	9:00 a.m. - 11:30 a.m.	School, 1/2 day
Saturday	4:30 p.m. - 7:00 p.m.	Birthday party

Which one of the following additional things could you go to on time if you wanted to?

○ Monday 6:00 p.m. - 8:00 p.m. Concert at the Adam's Theater

○ Wednesday 1:30 p.m. - 3:00 p.m. Little Theater Meeting

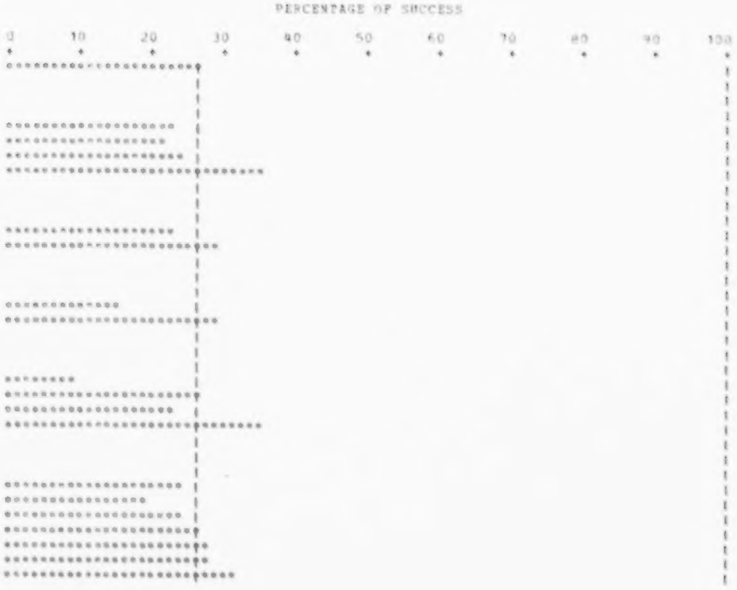
○ Thursday 10:00 a.m. - 11:00 a.m. Free popcorn at Danson's store

● Friday 7:30 p.m. - 11:00 p.m. Spring Formal

○ Saturday 5:00 p.m. - 7:30 p.m. Movie, Tarzan

○ I don't know.

```
TP4 08 3/1 04*X230011 R0330VD                              13

                              NATIONAL AND GROUP PERCENTAGES OF SUCCESS

 % OF     GROUP
SUCCESS   EFFECT   VARIABLE_______GROUP

  25.9     ---     NATIONAL


                   REGION
  22.3    -3.5                Southeast
  21.4    -4.5*                    West
  24.4    -1.5                  Central
  35.0     9.1*               Northeast


                   SEX
  22.9    -3.0*                    Male
  29.0     3.2*                  Female


                   COLOR
  15.5   -10.4*                   Black
  28.3     2.4*                   White


                   PARENTAL EDUCATION
   8.3   -17.6*          No High School
  26.3     0.4         Some High School
  22.5    -3.4*     Graduated High Sch.
  35.2     9.3*        Post High School

                   SIZE-AND-TYPE
                   OF COMMUNITY
  23.5    -2.4       Extreme Inner City
  18.6    -7.3*           Extreme Rural
  23.5    -2.4               Small City
  26.6     0.8              Medium City
  28.0     2.2          Rest Of Big City
  27.4     1.6         Suburban Fringe
  31.2     5.3      Extreme Aff Suburb
```

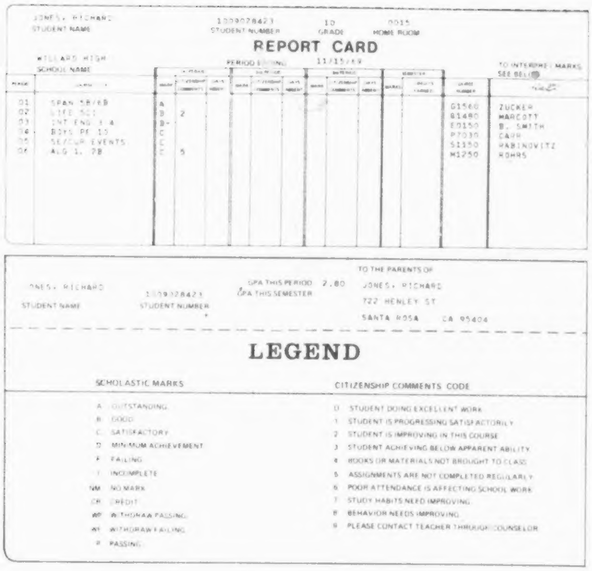


Exercise R230, Subtheme D

The respondent needed to check each alternative against the schedule in order to locate the acceptable answer.

Exercise R231, Subtheme D

Look at the following report card. According to the report card, in what subject area did the student do BEST?



JONES, RICHARD
STUDENT NAME

1009028423
STUDENT NUMBER

10
GRADE

0015
HOME ROOM

REPORT CARD

WILLARD HIGH
SCHOOL NAME

PERIOD ENDING 11/15/79

TO INTERPRET MARKS SEE BELOW

01	SPAN 5B/6B	A		G1560	ZUCKER
02	LIFE SCI	B	2	B1480	MARCOTT
03	INT ENG 3-4	B-		E0150	B. SMITH
04	BOYS PE 10	C		P7030	CARR
05	SE/CUR EVENTS	C		S1150	RABINOVITZ
06	ALG 1, 7B	C	5	M1250	ROHRS

JONES, RICHARD
STUDENT NAME

1009028423
STUDENT NUMBER

GPA THIS PERIOD 2.80
GPA THIS SEMESTER

TO THE PARENTS OF
JONES, RICHARD
722 HENLEY ST
SANTA ROSA CA 95404

LEGEND

SCHOLASTIC MARKS

A OUTSTANDING
B GOOD
C SATISFACTORY
D MINIMUM ACHIEVEMENT
F FAILING
I INCOMPLETE
NM NO MARK
CR CREDIT
WP WITHDRAW PASSING
WF WITHDRAW FAILING
P PASSING

CITIZENSHIP COMMENTS CODE

0 STUDENT DOING EXCELLENT WORK
1 STUDENT IS PROGRESSING SATISFACTORILY
2 STUDENT IS IMPROVING IN THIS COURSE
3 STUDENT ACHIEVING BELOW APPARENT ABILITY
4 BOOKS OR MATERIALS NOT BROUGHT TO CLASS
5 ASSIGNMENTS ARE NOT COMPLETED REGULARLY
6 POOR ATTENDANCE IS AFFECTING SCHOOL WORK
7 STUDY HABITS NEED IMPROVING
8 BEHAVIOR NEEDS IMPROVING
9 PLEASE CONTACT TEACHER THROUGH COUNSELOR

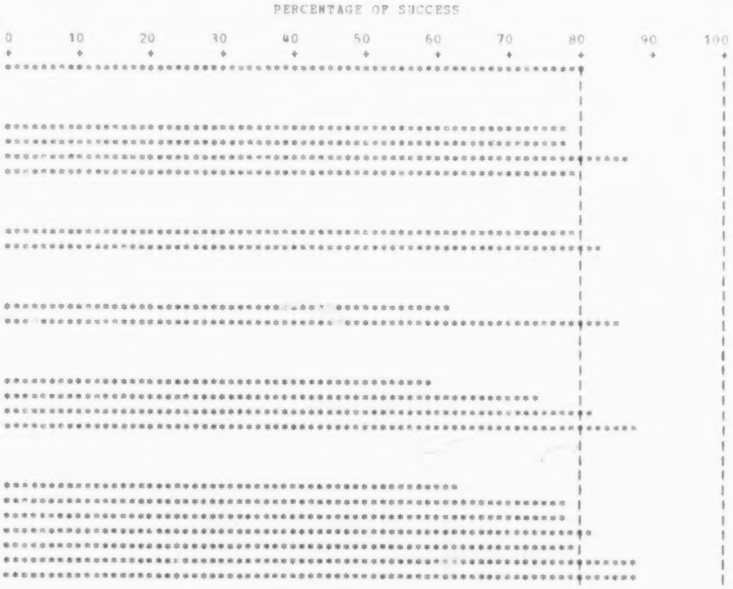
○ English
● Foreign language
○ Mathematics
○ Science

○ I don't know.

```
T09 10  3/1  02*X231013 R00300V0                                13 17
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
80.4	---	NATIONAL	
		REGION	
77.9	-2.5		Southeast
78.0	-2.3		West
86.2	5.8*		Central
78.2	-2.1		Northeast
		SEX	
78.6	-1.8		Male
82.2	1.9		Female
		COLOR	
61.6	-18.8*		Black
84.6	4.2*		White
		PARENTAL EDUCATION	
59.2	-21.2*		No High School
74.0	-6.3*		Some High School
80.9	0.5		Graduated High Sch.
88.0	7.6*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
62.2	-18.1*		Extreme Inner City
77.9	-2.5		Extreme Rural
77.2	-3.1		Small City
81.4	1.0		Medium City
78.6	-1.8		Rest Of Big City
87.2	6.8*		Suburban Fringe
86.9	6.5*		Extreme Aff Suburb

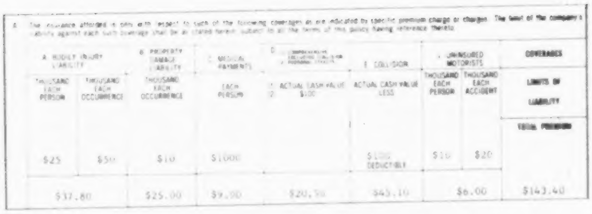


Exercise R231, Subtheme D

To respond acceptably, a respondent would have to know that an "A" is the best possible grade and "Spanish" is a foreign language.

Exercise R236, Subtheme D

Below is an excerpt from an automobile insurance policy. Look at it carefully and then answer the questions which follow it.



1. The insurance afforded is only with respect to such of the following coverages as are indicated by specific premium charge or charges. The limit of the company's liability against each such coverage shall be as stated herein, subject to all the terms of this policy having reference thereto.

A. BODILY INJURY LIABILITY		B. PROPERTY DAMAGE LIABILITY	C. MEDICAL PAYMENTS	D. [illegible]	E. COLLISION	F. UNINSURED MOTORISTS		COVERAGES
THOUSAND EACH PERSON	THOUSAND EACH OCCURRENCE	THOUSAND EACH OCCURRENCE	EACH PERSON	1. ACTUAL CASH VALUE 2. $100	ACTUAL CASH VALUE LESS	THOUSAND EACH PERSON	THOUSAND EACH ACCIDENT	LIMITS OF LIABILITY
$25	$50	$10	$1000		$100 DEDUCTIBLE	$10	$20	TOTAL PREMIUM
$37.80		$25.00	$9.00	$20.50	$45.10	$6.00		$143.40

A. What is the maximum amount for which this policy covers medical bills?

● $ 1,000

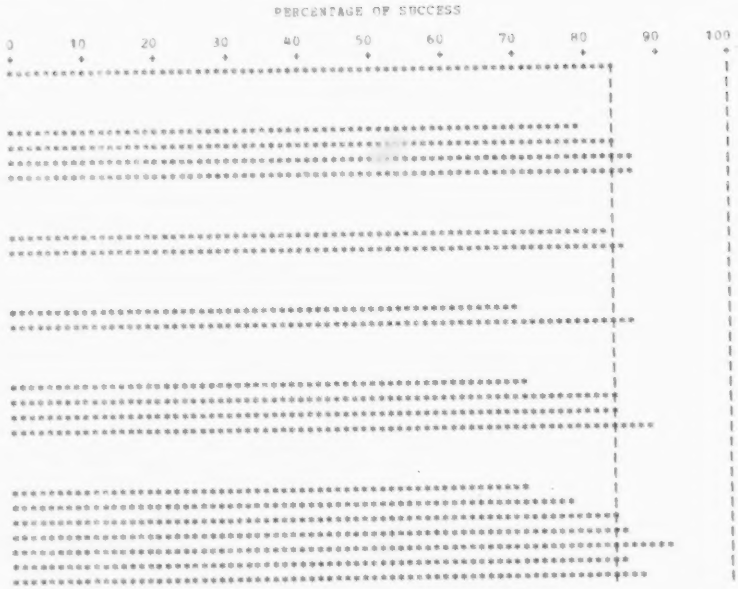
○ $ 5,000

○ $10,000

○ $25,000

○ I don't know.

```
?11 10  3/1  01*Y236010 913300V0                    13 17 A

                                      NATIONAL AND GROUP PERCENTAGES OF SUCCESS

 % OF     GROUP
SUCCESS   EFFECT    VARIABLE_______GROUP

 83.6      ---      NATIONAL

                    REGION
 78.6     -5.0*              Southeast
 83.4     -0.2                    West
 85.6      2.0                 Central
 86.6      3.0               Northeast

                    SEX
 82.6     -1.0                    Male
 84.5      0.9                  Female

                    COLOR
 69.6    -14.0*                  Black
 86.1      2.5*                  White

                    PARENTAL EDUCATION
 71.1    -12.5*         No High School
 83.5     -0.2       Some High School
 83.6     -0.0   Graduated High Sch.
 88.6      4.9*      Post High School

                    SIZE-AND-TYPE
                    OF COMMUNITY
 71.2    -12.5*    Extreme Inner City
 77.0     -6.6*         Extreme Rural
 84.1      0.4             Small City
 84.5      0.9            Medium City
 91.5      7.9*       Rest Of Big City
 84.4      0.7       Suburban Fringe
 88.0      4.4     Extreme Aff Suburb
```



8. What is the maximum amount this policy would pay in case you injured another person in an automobile accident?

○ $ 25

○ $ 1,000

○ $ 5,000

● $25,000

○ I don't know.

```
713 10  9/1  04*K236020 U1330070                         13 17 A

                                              NATIONAL AND GROUP PERCENTAGES OF SUCCESS

 % OF     GROUP                                                                 PERCENTAGE OF SUCCESS
SUCCESS   EFFECT    VARIABLE_______GROUP
                                            0        10        20        30        40        50        60        70        80        90       100
                                            *         *         *         *         *         *         *         *         *         *         *
  8.1      ---      NATIONAL                *******|                                                                                        I
                                                   |                                                                                        I
                                                   |                                                                                        I
                    REGION                         |                                                                                        I
  9.6      1.5                  Southeast   *******|**                                                                                      I
  7.8     -0.3                       West   *******|                                                                                        I
  7.8     -0.3                    Central   *******|                                                                                        I
  7.3     -0.8                  Northeast   *******|                                                                                        I
                                                   |                                                                                        I
                                                   |                                                                                        I
                    SEX                            |                                                                                        I
  8.4      0.3                       Male   *******|*                                                                                       I
  7.8     -0.3                     Female   *******|                                                                                        I
                                                   |                                                                                        I
                                                   |                                                                                        I
                    COLOR                          |                                                                                        I
 13.1      4.9*                     Black   *******|****                                                                                    I
  7.3     -0.8*                     White   *******|                                                                                        I
                                                   |                                                                                        I
                                                   |                                                                                        I
                    PARENTAL EDUCATION             |                                                                                        I
  9.6      1.5             No High School   *******|**                                                                                      I
  7.2     -0.9           Some High School   *******|                                                                                        I
  7.8     -0.3        Graduated High Sch.   *******|                                                                                        I
  8.1      0.0           Post High School   *******|*                                                                                       I
                                                   |                                                                                        I
                    SIZE-AND-TYPE                  |                                                                                        I
                    OF COMMUNITY                   |                                                                                        I
 13.1      5.0*       Extreme Inner City    *******|****                                                                                    I
  6.3     -1.8           Extreme Rural      ******|                                                                                         I
  7.2     -0.9              Small City      *******|                                                                                        I
 10.8      2.7*            Medium City      *******|***                                                                                     I
 11.3      3.2        Rest Of Big City      *******|***                                                                                     I
  5.9     -2.2         Suburban Fringe      ******|                                                                                         I
  7.6     -0.5     Extreme Aff Suburb       *******|                                                                                        I
```

Exercise R236, Subtheme D

The acceptable response could be located by locating the only column in the table containing the word "medical" or by knowing that medical payments cover medical bills.

CHAPTER 5

RESULTS FOR 17-YEAR-OLDS

The 17-year-olds who participated in the Reading assessment fell into two groups: in-school (those who were enrolled in a public or private school) and out-of-school (teenagers who had either dropped out of school or completed high school early). In-school 17-year-olds were all born between October 1, 1953, and September 30, 1954. About three fourths of them were in the eleventh grade at the time of the assessment, with the remaining teenagers being split between the tenth and twelfth grades. Out-of-school 17-year-olds were divided into two groups. One group was made up of teenagers who were not enrolled in school in January, 1971, and were born between October 1, 1953, and September 30, 1954; the second group was composed of people not enrolled in March, 1970, and born between October 1, 1952, and September 30, 1953. The latter group was included in order to increase the representation of out-of-school teenagers in the sample. The belief, in adding them to the sample, was that one year's difference in age would be unimportant--that the way they responded would still be due to the fact that they were out of school.

Type of community information was not collected from the out-of-school 17-year-olds. This meant that the size and type of community information reported in this chapter bears only on the in-school teenagers.

Almost 86% of the 17-year-olds responded acceptably to Theme 2 exercises, though the levels of success varied with the particular subthemes the exercises appeared in. The median percentages of success are shown in Exhibit 5-1.

Performances for the regions were as follows: teenagers from both the Northeast and West had levels of success close to the value for the nation as a whole. Seventeen-year-olds from the West performed less well than usual on four exercises from Subtheme D (U221, part 3; U225, part 1 and 3; and U237, part 1) and one from Subtheme B (U217, part 4), while those from the Northeast performed unusually poorly on only one (U218, part 2, Subtheme D), and unusually well on three from Subtheme C (U216, part 1; R220; and R238). Teenagers from the Central region showed a positive characteristic though they performed unusually

EXHIBIT 5-1. Performance on the Subthemes

Subtheme	Median Percentage of Success	Number of Effects
A. Interpreting drawings and pictures	83.2%	1
B. Reading signs and labels	86.3	8
C. Reading charts, maps and graphs	85.5	12
D. Reading forms	87.6	19
TOTAL	85.8%	40

poorly on three Subtheme C exercises (R214, part 1; U216, part 2; and U238) and unusually well on two from Subtheme D (U221 and U225). Finally, Southeast 17-year-olds showed a negative characteristic. They also performed unusually well on four Subtheme B exercises (U217, parts 2 and 4, and U232, parts 1 and 2) and unusually poorly on five others (Subtheme C: U217, part 1; R219; R220; U224; and R227).

Teenage boys showed a negative tendency in their rates of acceptable responses while teenage girls showed a positive one. The exceptional exercises for both groups are displayed in Exhibit 5-3.

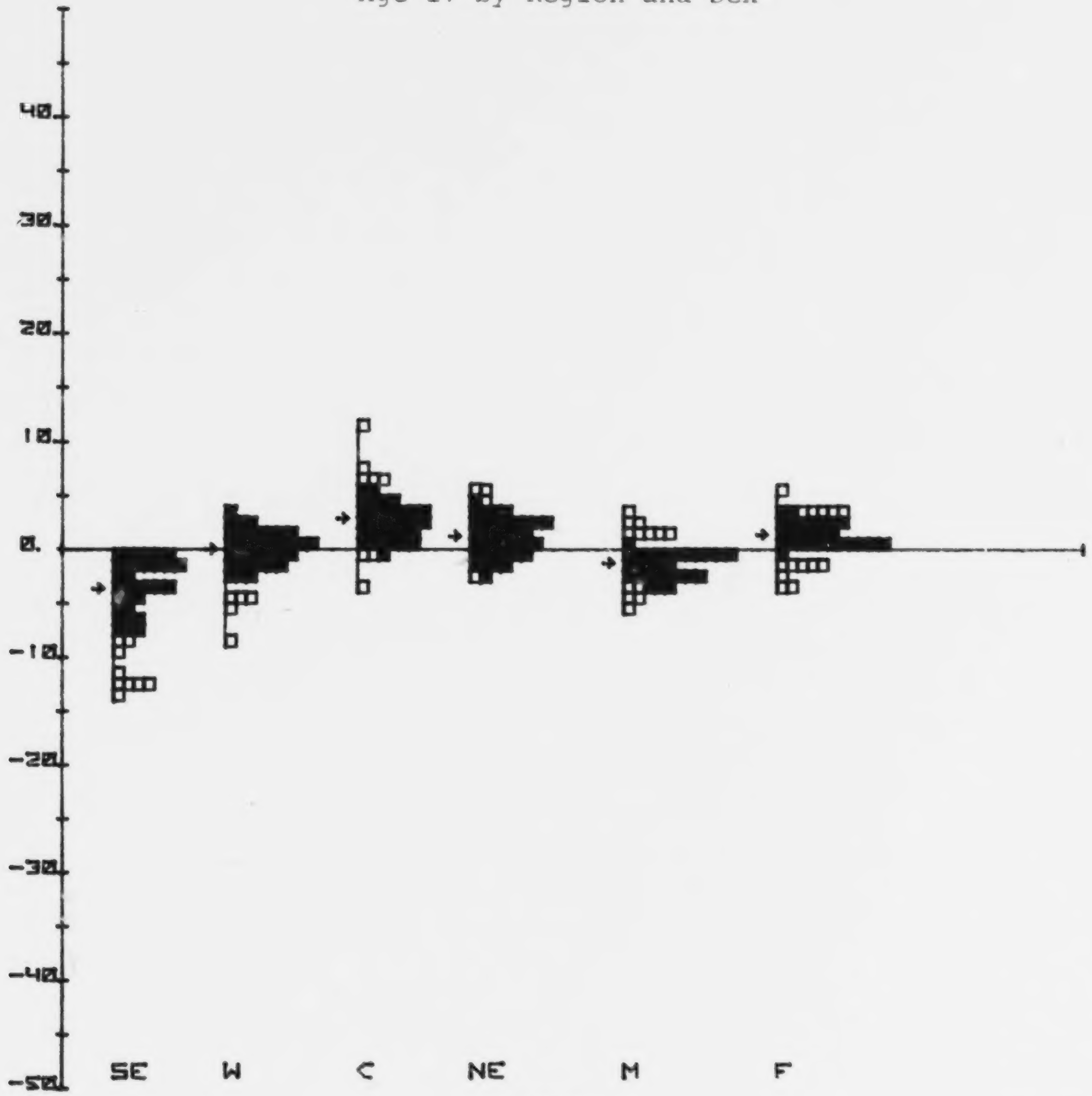
Black effects were characteristically negative while those for Whites were characteristically positive. Exceptional exercises for these two groups are shown in Exhibit 5-4.

As in the case of 9- and 13-year-olds, percentages of success increased with increases in parental education levels. Seventeen-year-olds whose parents had no or only some high school both showed negative characteristics while those whose parents graduated from high school had percentages of success that were approximately equal to those for the nation as a whole. Teenagers of parents who had post high school educations had a positive characteristic. Exceptional exercises for these groups of teenagers are shown in Exhibit 5-5.

Three size and type of community groups had levels of success approximately equal to the value for the nation as a whole: extreme rural, medium cities and the rest of big city. Extreme

EXHIBIT 5-2

Distribution of Effects on 41 Exercises for Age 17 by Region and Sex*

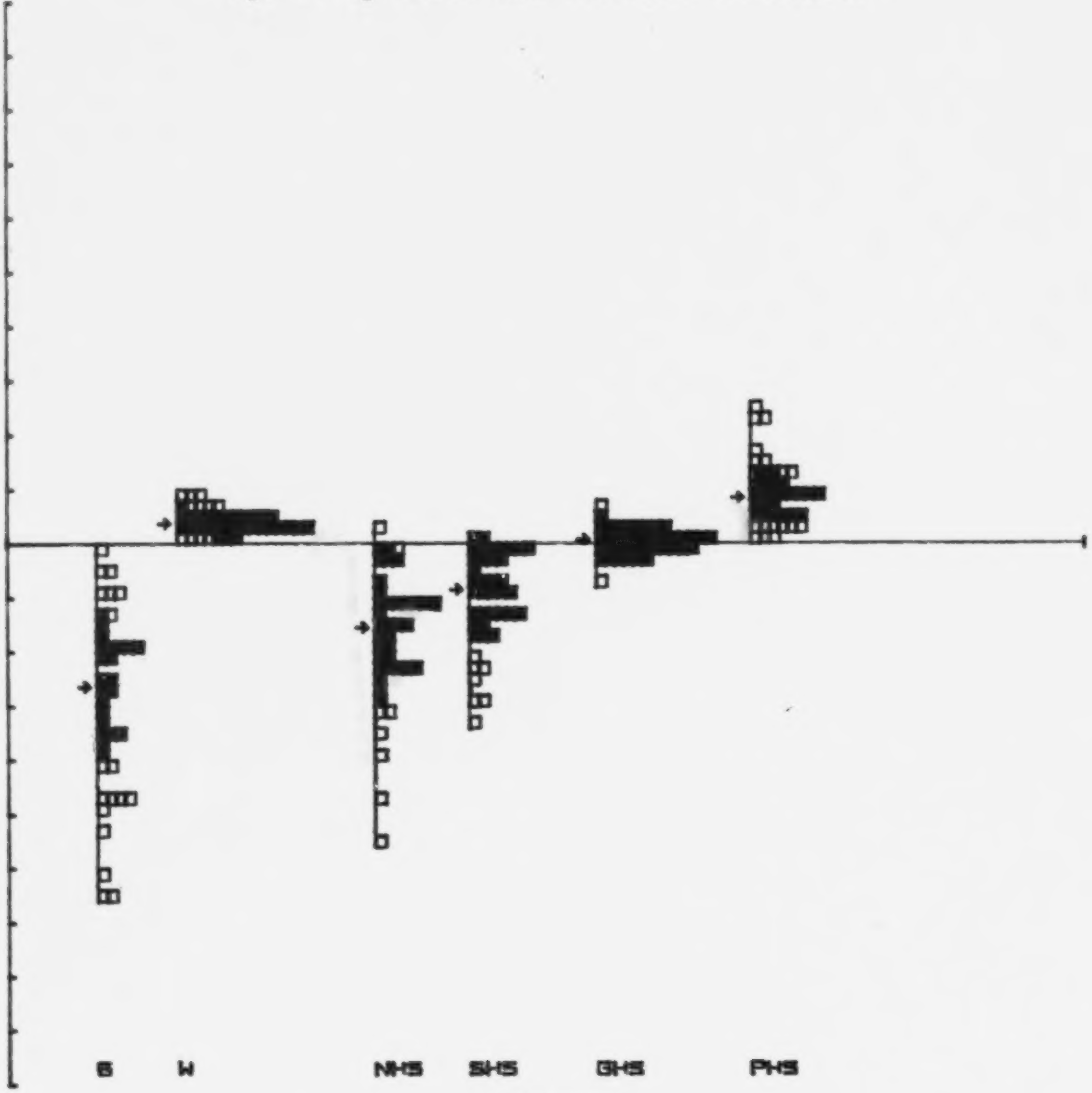


Group

*Arrows indicate group medians, blackened boxes indicate typical exercises, open boxes indicate atypical exercises. Abbreviations: SE, Southeast; W, West; C, Central; NE, Northeast; M, male; F, female.

EXHIBIT 5-2a

Distribution of Effects on 41 Exercises for Age 17 by Color and Parental Education*

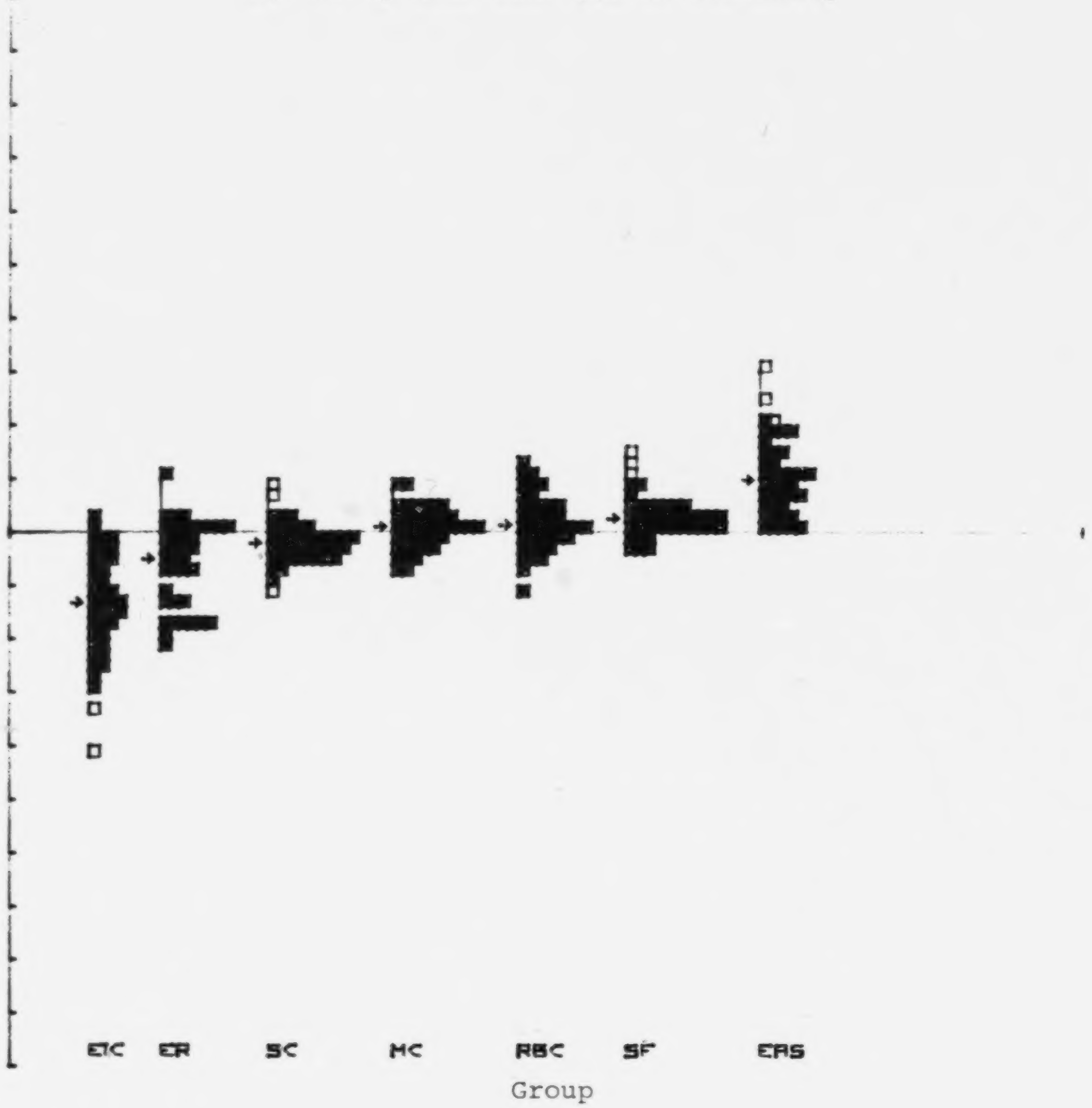


Group

*Arrows indicate group medians, blackened boxes indicate typical exercises, open boxes indicate atypical exercises. Abbreviations: B, Black; W, White; NHS, no high school; SHS, some high school; GHS, graduated from high school; PHS, post high school.

EXHIBIT 5-2b

Distribution of Effects on 41 Exercises for Age 17 by Size and Type of Community*



*Arrows indicate group medians, blackened boxes indicate typical exercises, open boxes indicate atypical exercises. Abbreviations: EIC, extreme inner city; ER, extreme rural; SC, small city; MC, medium city; RBC, rest of big city; SF, suburban fringe; EAS, extreme affluent suburb.

EXHIBIT 5-3. Exceptional Exercises for
17-Year-Old Boys and Girls

Exercise	Subtheme	Performance on the Identified Exercise	
		Males	Females
R205	B	Better than usual	Worse than usual
U217, part 1	B		Better than usual
U217, part 2	B	Worse than usual	Better than usual
U217, part 4	B	Worse than usual	Better than usual
U232, part 1	B	Better than usual	Worse than usual
U232, part 2	B	Better than usual	Worse than usual
R214, part 5	C	Better than usual	Worse than usual
R216, part 2	C	Worse than usual	Better than usual
R219	C	Better than usual	Worse than usual
U225, part 2	D	Better than usual	Worse than usual
U225, part 3	D	Better than usual	Worse than usual
R227	D	Worse than usual	Better than usual
U236, part 2	D	Better than usual	Worse than usual
U237, part 1	D	Worse than usual	Better than usual

Black teenagers showed a negative characteristic on Theme 2 exercises while White teenagers showed a positive characteristic. The exceptional exercises for these groups are listed in Exhibit 5-4.

EXHIBIT 5-4. Exceptional Exercises for
Black and White 17-Year-Olds

Exercise	Subtheme	Performance on the Identified Exercise	
		Blacks	Whites
U223	A	Worse than usual	
U217, part 2	B	Worse than usual	Better than usual
U217, part 3	B	Better than usual	
U232, part 1	B	Worse than usual	Better than usual
U232, part 2	B	Worse than usual	Better than usual
R239	B	Better than usual	Worse than usual
R214, part 1	C	Better than usual	Worse than usual
R214, part 2	C	Better than usual	Worse than usual
R214, part 3	C	Better than usual	Worse than usual
R214, part 5	C	Worse than usual	Better than usual
R219	C	Worse than usual	Better than usual
U224	C	Worse than usual	Better than usual
U238	C	Better than usual	Worse than usual
U221, part 3	D	Worse than usual	
U225, part 2	D	Worse than usual	
R227	D	Worse than usual	Better than usual
U234, part 1	D	Better than usual	Worse than usual
U237, part 1	D	Worse than usual	

EXHIBIT 5-5. Exceptional Exercises for the Different Parental Education Groups

		Performance on the Identified Exercise			
Exercise	Subtheme	NHS	SHS	GHS	PHS
R205	B				Worse than usual
U217, part 2	B				Better than usual
U217, part 3	B				Worse than usual
U217, part 4	B	Worse than usual		Better than usual	
U232, part 2	B	Worse than usual	Worse than usual		Better than usual
R239	B				Worse than usual
R214, part 1	C	Better than usual			Worse than usual
R214, part 2	C				Worse than usual
R214, part 3	C				Worse than usual
R214, part 5	C	Worse than usual			
U216, part 2	C				Better than usual
R219	C	Worse than usual	Worse than usual		Better than usual
U220	C		Worse than usual		Better than usual
U224	C	Worse than usual		Worse than usual	Better than usual
U235, part 2	C		Worse than usual		
U218, part 1	D		Worse than usual		
U221, part 2	D	Better than usual			Worse than usual
U221, part 3	D		Worse than usual		Better than usual
U225, part 1	D				Worse than usual
U225, part 3	D		Worse than usual		
R227	D	Worse than usual			Better than usual
U234, part 1	D				Worse than usual

inner city and small city 17-year-olds displayed negative tendencies while only one group, the suburban fringe, showed a positive one. The extreme affluent suburb was the only group showing a characteristic once again, the characteristic was positive.

The extreme inner city teenagers performed unusually poorly on two exercises, U221, part 3 (Subtheme D), and R219 (Subtheme C). Small city 17-year-olds had unusually high percentages of success on two exercises (U217, part 2, Subtheme B, and U236, part 2, Subtheme D) and an unusually low percentage on Subtheme D (U225, part 2). There were three exercises (U217, part 2, Subtheme B, and U225, part 2, and R227, both from Subtheme D) having unusually high rates of success for suburban fringe teenagers. Those from the extreme affluent suburbs performed unusually well on three Subtheme C exercises: U216, U219 and U220.

The median performance for each group on each subtheme is shown in Exhibit 5-6. Since pooled standard errors for subthemes were unavailable when this report was written, there was not enough information available to identify exceptional subthemes the way it was possible to identify exceptional exercises. In examining the values in Exhibit 5-6, remember that the larger the difference between two medians, the more likely it is that the difference does not reflect random error and does indicate that a reliable difference exists between the two groups in terms of their performances of the subtheme(s).

The remainder of this chapter is devoted to the exercises administered to 17-year-olds. Each exercise is numbered with a letter and a numeral. The letter (either R or U) indicates whether the text of the exercise has been released or is unreleased. The unreleased exercises are being retained for the next Reading assessment, in 1975-76. These exercises will be used again, and comparisons can be made between the 1969-70 results and the results collected during 1975-76.

The text for released exercises is presented exactly as the exercises were administered during the assessment. The acceptable answer is indicated (by a blackened oval) as is a brief discussion of the exercise itself and how the respondent may have arrived at the acceptable answer.[1]

---

[1] Though the correct or best answer may have been reached by guessing, guessing is not considered here as a method for reaching the correct answer; the mention of guessing now is sufficient for all the exercises.

EXHIBIT 5-6. Median Effects for Each Group on the Subthemes

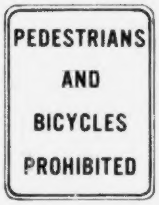
Group	Sub-theme A	Sub-theme B	Sub-theme C	Sub-theme D	All Sub-themes
Region					
Southeast	-5.4	-4.7	-3.7	-3.4	-3.7
West	1.6	-1.4	.1	-1.1	.0
Central	2.8	3.8	1.1	3.1	2.8
Northeast	-.4	2.4	1.4	.4	1.2
Sex					
Male	-1.3	-1.7	-.4	-1.6	-1.3
Female	.3	1.6	.4	1.5	1.3
Color					
Black	-20.2	-10.7	-9.7	-14.9	-13.2
White	2.7	2.3	1.3	1.9	1.8
Parental Education					
No High School	-11.0	-8.0	-7.8	-7.7	-7.8
Some High School	-4.7	-3.4	-5.3	-4.6	-4.3
High School Graduate	1.1	.5	-.4	.3	.3
Post High School	4.3	2.5	4.3	4.1	4.2
Size and Type of Community					
Extreme Rural	-3.3	-5.8	-1.0	-1.2	-6.6
Extreme Inner City	-7.7	-4.5	-3.3	-7.3	-2.5
Small City	-1.1	-.9	-.8	.9	-1.1
Medium City	2.1	-.8	-.4	.9	.5
Suburban Fringe	2.3	2.0	1.2	5.0	.7
Extreme Affluent Suburb	2.8	5.2	5.9	4.4	1.3
Rest of Big City	0.0	1.1	-.1	.6	4.9
Number of Effects	1	8	12	19	40

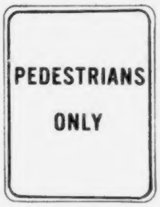
Along with the exercise and/or its description, the percentage of success and the effects are presented for all the groups. A histogram is given with the percentage of success for each group represented by a bar. The leftmost vertical line (which cuts across the bar for each group) represents the national percentage of success, and the distance from the end of a group's bar to that line represents the group's effect--the difference between the performance for a group and the performance of the nation as a whole.

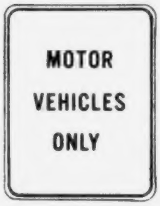
Starred effects (marked with an asterisk) indicate effects that differ reliably from zero.

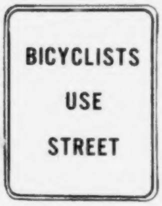
Exercise R205, Subtheme B

Which sign shows where you should ride your bicycle?

○ 
PEDESTRIANS
AND
BICYCLES
PROHIBITED

○ 
PEDESTRIANS
ONLY

○ 
MOTOR
VEHICLES
ONLY

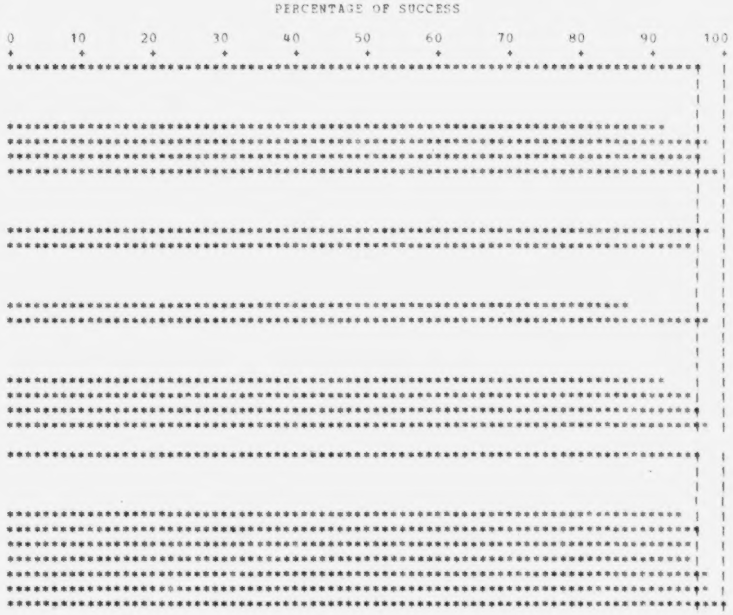
● 
BICYCLISTS
USE
STREET

○ I don't know.

S06 01 3/1 04*X205011 R10000V0 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
96.1	---	NATIONAL	
		REGION	
91.4	-4.7*		Southeast
97.5	1.4*		West
96.3	0.2		Central
98.2	2.1*		Northeast
		SEX	
97.3	1.2*		Male
94.9	-1.2*		Female
		COLOR	
86.2	-9.9*		Black
97.4	1.3*		White
		PARENTAL EDUCATION	
91.1	-5.0*		No High School
94.4	-1.7*		Some High School
96.7	0.6		Graduated High Sch.
97.6	1.5*		Post High School
96.3	---	NATIONAL (17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
94.1	-2.2		Extreme Inner City
96.6	0.3		Extreme Rural
95.2	-1.1		Small City
94.5	-1.8		Medium City
98.1	1.8*		Rest Of Big City
97.6	1.3		Suburban Fringe
99.7	3.3*		Extreme Aff Suburb

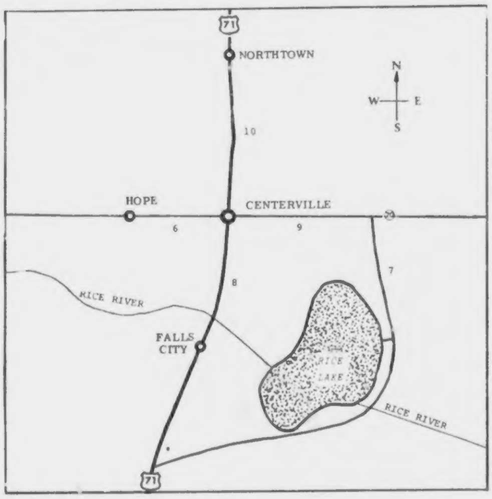


Exercise R205, Subtheme B

In order to respond correctly to this exercise, a child would have had to know the meanings of *pedestrians*, *motor vehicles* and *prohibited*, and he would have to know that a *bicyclist* is one who rides a bicycle.

Exercise R214, Subtheme C

Look at the road map and read each sentence carefully. If what the sentence says is true, fill in the oval beside "True." If what the sentence says is not true, fill in the oval beside "False." If you can't decide if the sentence is true or false, fill in the oval beside "I don't know."



A. By car Northtown is closer to Rice Lake than to Hope.

○ True

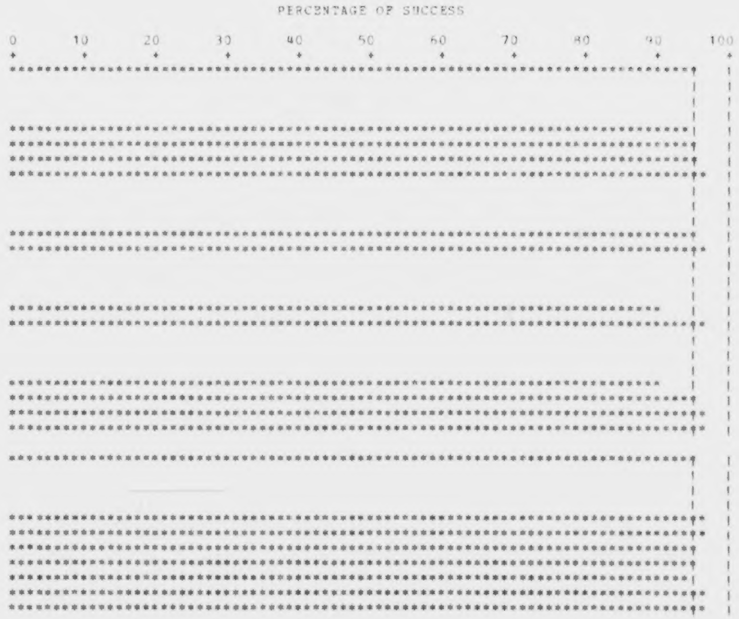
● False

○ I don't know.

506 06 1/1 02*X214013 R00300V0 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
95.3	---	NATIONAL	
		REGION	
93.3	-2.0*		Southeast
95.4	0.1		West
95.3	0.0		Central
96.7	1.4		Northeast
		SEX	
94.9	-0.4		Male
95.8	0.4		Female
		COLOR	
90.4	-4.9*		Black
96.0	0.7*		White
		PARENTAL EDUCATION	
90.2	-5.1*		No High School
95.4	0.0		Some High School
96.6	1.3*		Graduated High Sch.
96.3	0.9		Post High School
95.3	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
96.8	1.4		Extreme Inner City
95.8	0.4		Extreme Rural
94.6	-0.8		Small City
94.9	-0.4		Medium City
93.7	-1.7		Rest Of Big City
96.6	1.3		Suburban Fringe
96.0	0.6		Extreme Aff Suburb



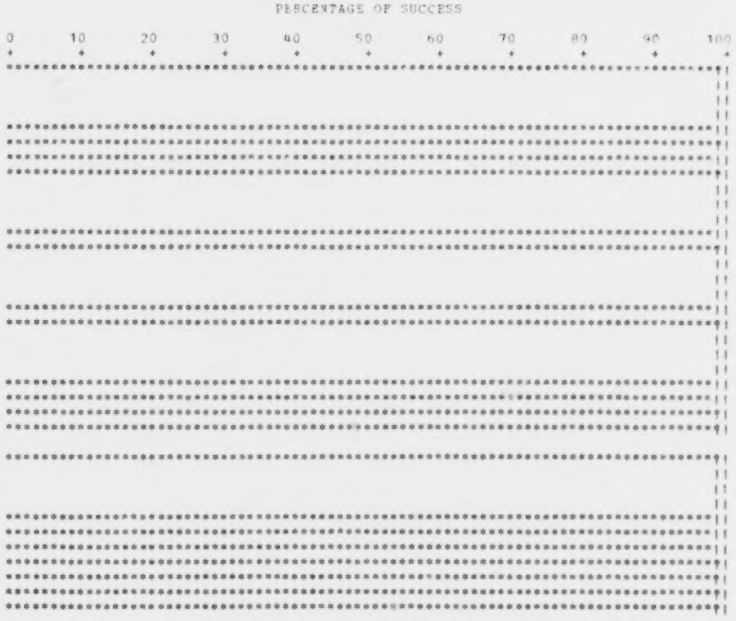
B. You can drive all the way from Northtown to Falls City on Highway 71.

● True

○ False

○ I don't know.

```
S06 06  4/1  01*X214023 R00300V0                     9 13 17

                                NATIONAL AND GROUP PERCENTAGES OF SUCCESS

  % OF     GROUP
 SUCCESS   EFFECT    VARIABLE_______GROUP

  98.2      ---      NATIONAL


                     REGION
  97.8     -0.3                 Southeast
  98.3      0.1                      West
  97.7     -0.5                   Central
  98.9      0.7                 Northeast


                     SEX
  97.9     -0.3                      Male
  98.5      0.3                    Female


                     COLOR
  97.9     -0.3                     Black
  98.4      0.2*                    White


                     PARENTAL_EDUCATION
  97.6     -0.5            No High School
  98.1     -0.1          Some High School
  98.4      0.2        Graduated High Sch.
  98.4      0.2          Post High School

  98.2      ---      NATIONAL(17IS ONLY)

                     SIZE-AND-TYPE
                     OF_COMMUNITY
  97.2     -1.0       Extreme Inner City
  97.2     -1.0            Extreme Rural
  97.7     -0.5               Small City
  98.5      0.2              Medium City
  98.1     -0.1          Rest Of Big City
  99.3      1.0*         Suburban Fringe
  99.0      0.7       Extreme Aff Suburb
```



C. Hope is the town closest to Centerville.

● True

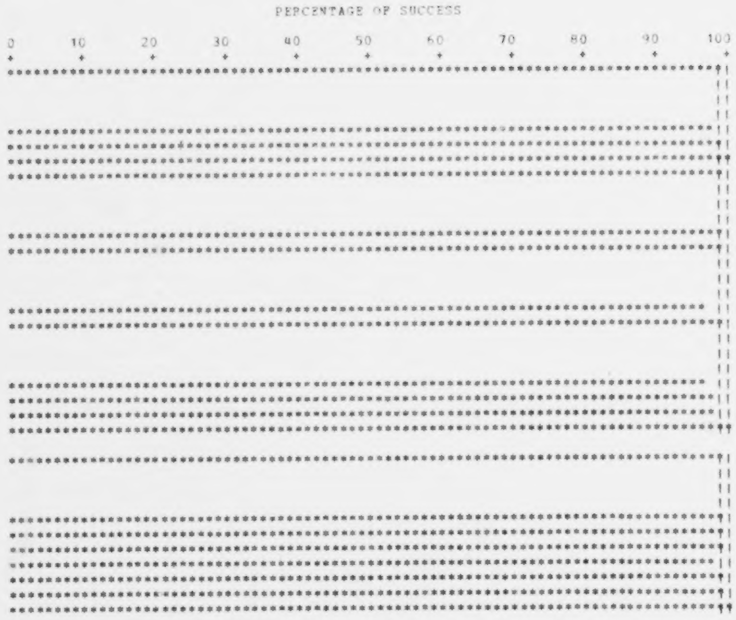
○ False

○ I don't know.

S06 06 5/1 01*X214033 R00330V3 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
98.5	---	NATIONAL	
		REGION	
97.2	-1.3		Southeast
98.6	0.1		West
99.6	1.1*		Central
98.2	-0.3		Northeast
		SEX	
98.3	-0.2		Male
98.7	0.2		Female
		COLOR	
96.3	-2.2*		Black
98.8	0.3*		White
		PARENTAL EDUCATION	
96.8	-1.7		No High School
97.6	-0.9		Some High School
98.1	-0.4		Graduated High Sch.
99.7	1.2*		Post High School
98.6	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
98.5	-0.1		Extreme Inner City
98.4	-0.2		Extreme Rural
98.2	-0.4		Small City
97.9	-0.7		Medium City
98.4	-0.1		Rest Of Big City
99.3	0.8		Suburban Fringe
99.6	1.1*		Extreme Aff Suburb



D. Centerville is farther west than Hope.

○ True

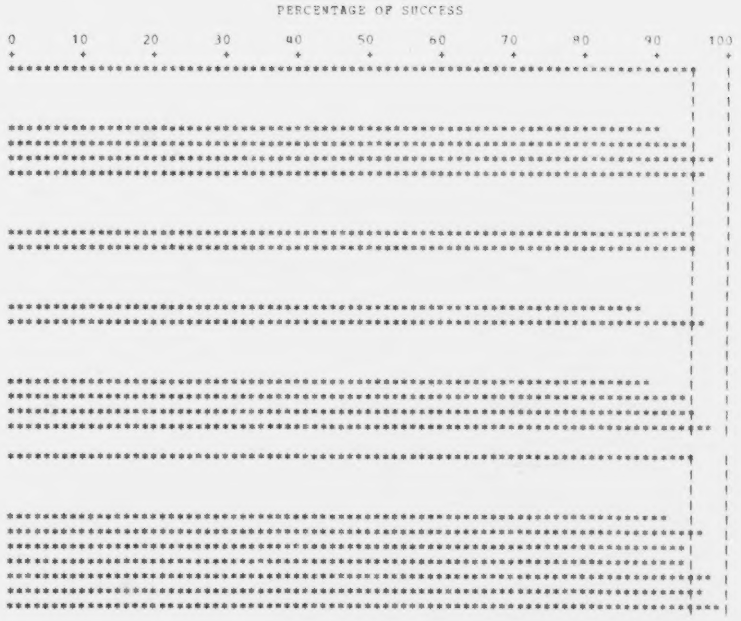
● False

○ I don't know.

S06 06 6/1 02*K214043 P00300V0 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
94.9	---	NATIONAL	
		REGION	
89.8	-5.1*		Southeast
94.3	-0.5		West
97.5	2.6*		Central
96.2	1.3		Northeast
		SEX	
94.8	-0.1		Male
95.0	0.1		Female
		COLOR	
87.2	-7.7*		Black
95.9	1.0*		White
		PARENTAL EDUCATION	
89.0	-5.9*		No High School
94.0	-0.9		Some High School
95.5	0.6		Graduated High Sch.
97.0	2.1*		Post High School
95.1	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
91.1	-3.9		Extreme Inner City
96.7	1.6		Extreme Rural
93.9	-1.1		Small City
93.3	-1.8		Medium City
97.2	2.2		Rest Of Big City
95.9	0.8		Suburban Fringe
98.7	3.6*		Extreme Aff Suburb



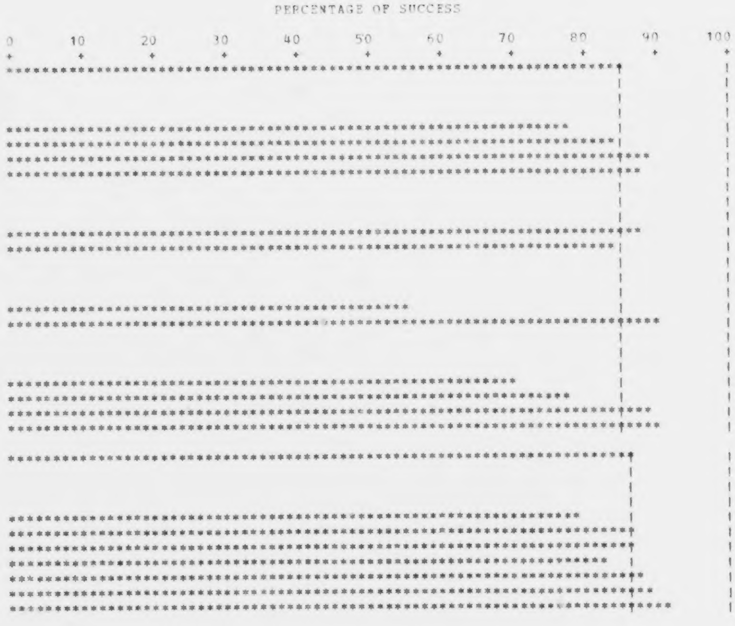
E. Highway 20 runs on the south side of Rice River.

○ True

● False

○ I don't know.

```
S06 06  7/1  02*X214053 R00300V0                9 13 17

                          NATIONAL AND GROUP PERCENTAGES OF SUCCESS

 % OF     GROUP
SUCCESS   EFFECT   VARIABLE______GROUP

 85.5      ---     NATIONAL

                   REGION
 77.7     -7.8*              Southeast
 84.3     -1.2                    West
 89.3      3.8*                Central
 88.0      2.5*              Northeast

                   SEX
 87.1      1.6*                   Male
 83.9     -1.6*                 Female

                   COLOR
 54.9    -30.6*                  Black
 89.5      4.0*                  White

                   PARENTAL EDUCATION
 70.2    -15.3*         No High School
 78.0     -7.5*       Some High School
 88.3      2.8*   Graduated High Sch.
 90.6      5.0*       Post High School

 85.9      ---     NATIONAL(17IS ONLY)

                   SIZE-AND-TYPE
                   OF COMMUNITY
 78.8     -7.1      Extreme Inner City
 86.2      0.3         Extreme Rural
 85.8     -0.1            Small City
 82.2     -3.7           Medium City
 87.2      1.3       Rest Of Big City
 88.4      2.5       Suburban Fringe
 91.8      5.9*    Extreme Aff Suburb
```



Exercise R214, Subtheme C

The five parts of this question all asked children to answer questions using the map provided. The map reading skills involved included: translating distances on a map into distances between places, determining whether particular routes existed, reading relative distances and determining relative positions.

Exercise R219, Subtheme C

Read the passage and look at the chart, then complete the sentence below it.

> This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day.*

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to copyright
restrictions

Most fatal accidents occurred between

○ 1 a.m. and 2 a.m.

● 2 a.m. and 3 a.m.

○ 4 a.m. and 5 a.m.

○ 6 a.m. and 7 a.m.

○ 7 a.m. and 8 a.m.

○ I don't know.

*<u>Youth at the Wheel</u>, Harold T. Glenn, reprinted by permission of Chas. A. Bennett Co., Inc.

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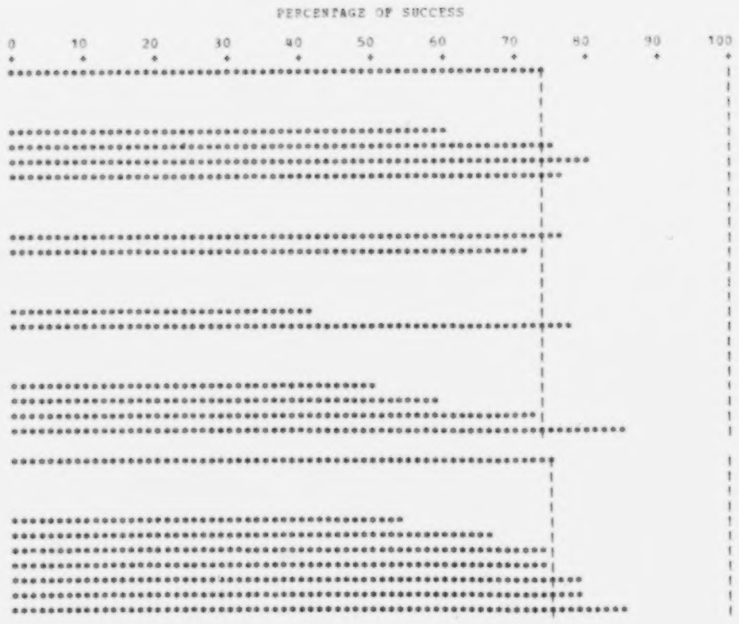
S08 15  3/1  02*X219013 R00300V0                    13 17 2
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
73.7	---	NATIONAL	
		REGION	
60.4	-13.3*		Southeast
75.0	1.3		West
80.0	6.3*		Central
75.9	2.2		Northeast
		SEX	
75.9	2.2*		Male
71.3	-2.4*		Female
		COLOR	
41.2	-32.5*		Black
78.0	4.3*		White
		PARENTAL EDUCATION	
49.9	-23.8*		No High School
59.2	-14.5*		Some High School
72.0	-1.7		Graduated High Sch.
85.2	11.5*		Post High School
74.4	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
54.3	-20.1*		Extreme Inner City
66.1	-8.3		Extreme Rural
73.6	-0.8		Small City
73.6	-0.8		Medium City
78.6	4.1		Rest Of Big City
78.7	4.3		Suburban Fringe
84.8	10.4*		Extreme Aff Suburb



Exercise R219, Subtheme C

This exercise required respondents to find the highest point on a line graph.

Exercise R220, Subtheme C

Read the passage and look at the chart, then answer the question which follows it.

> This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day.*

material deleted due
to copyright
restriction

All but one of the following factual conclusions can be reached from the data presented. Which statement goes beyond the data given in the chart?

○ Fewer fatal accidents occur during the day than at night.

○ Driving at a time when most people would be sleepy is dangerous.

● Eating a good lunch tends to keep drivers alert to driving hazards.

○ Traffic becomes heavier at the end of the working day than at the beginning.

○ Just because there are few vehicles on the road is no reason to relax one's safety precautions.

○ I don't know.

---

*Youth at the Wheel, Harold T. Glenn, reprinted by permission of Chas. A. Bennett Co., Inc.

```
S08 01  3/1  03*X220013 R00300V0                        13 17 A

                               NATIONAL AND GROUP PERCENTAGES OF SUCCESS

 % OF   GROUP                                                        PERCENTAGE OF SUCCESS
SUCCESS EFFECT   VARIABLE      GROUP    0       10      20      30      40      50      60      70      80      90      100
                                        +       +       +       +       +       +       +       +       +       +       +
  34.9    ---    NATIONAL               ****************************|                                                   |
                                                                    |                                                   |
                 REGION                                             |                                                   |
  22.2  -12.8*               Southeast  ******************          |                                                   |
  37.9    3.0                     West  ****************************|**                                                 |
  37.4    2.5                  Central  ****************************|**                                                 |
  40.6    5.7*               Northeast  ****************************|****                                               |
                                                                    |                                                   |
                 SEX                                                |                                                   |
  35.0    0.1                     Male  ****************************|                                                   |
  34.8   -0.1                   Female  ****************************|                                                   |
                                                                    |                                                   |
                 COLOR                                              |                                                   |
  22.3  -12.6*                   Black  ******************          |                                                   |
  37.0    2.0*                   White  ****************************|**                                                 |
                                                                    |                                                   |
                 PARENTAL EDUCATION                                 |                                                   |
  23.1  -11.8*          No High School  ******************          |                                                   |
  20.1  -14.8*        Some High School  ****************            |                                                   |
  36.0    1.1     Graduated High Sch.   ****************************|*                                                  |
  43.1    8.2*        Post High School  ****************************|******                                             |

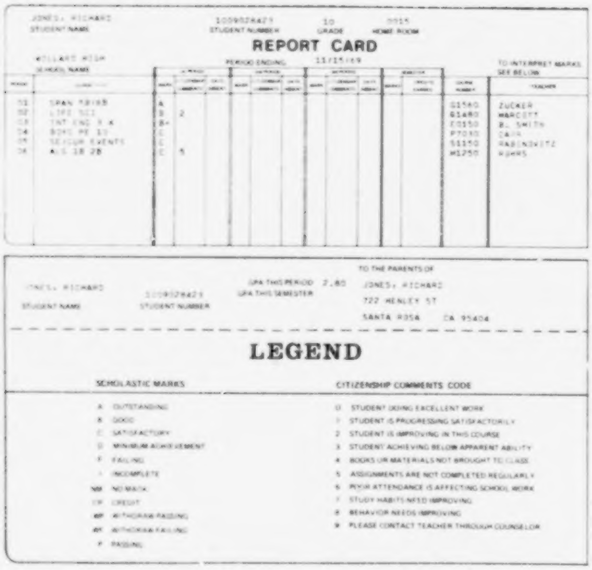
  35.4    ---    NATIONAL(17IS ONLY)    ****************************|                                                   |
                                                                    |                                                   |
                 SIZE-AND-TYPE                                      |                                                   |
                 OF COMMUNITY                                       |                                                   |
  23.9  -11.5*     Extreme Inner City   *******************         |                                                   |
  27.4   -8.1*          Extreme Rural   **********************      |                                                   |
  31.4   -4.0              Small City   *************************   |                                                   |
  35.7    0.3             Medium City   ****************************|*                                                  |
  41.3    5.9        Rest Of Big City   ****************************|*****                                              |
  37.3    1.9         Suburban Fringe   ****************************|**                                                 |
  50.9   15.4*     Extreme Aff Suburb   ****************************|*************                                      |
```

Exercise R220, Subtheme C

The respondents were asked to determine which alternative was unrelated to the chart.

Exercise R226, Subtheme D

Look at the following report card. What period of time do these grades cover?



JONES, RICHARD
STUDENT NAME

1009028421
STUDENT NUMBER

10
GRADE

0015
HOME ROOM

REPORT CARD

WILLARD HIGH
SCHOOL NAME

PERIOD ENDING 11/15/69

TO INTERPRET MARKS SEE BELOW

01	SPAN 1B/2B	A		G1540	ZUCKER
02	LIFE SCI	B	2	G1480	MARCOTT
03	INT ENG 1 A	B+		E0150	B. SMITH
04	BOYS PE 10	C		P7030	CAIN
05	SEICUR EVENTS	C		S1150	RABINOWITZ
06	ALG 1B 2B	C	5	M1250	ROHRS

JONES, RICHARD
STUDENT NAME

1009028421
STUDENT NUMBER

GPA THIS PERIOD 2.80
GPA THIS SEMESTER

TO THE PARENTS OF
JONES, RICHARD
722 HENLEY ST
SANTA ROSA CA 95404

LEGEND

SCHOLASTIC MARKS

A OUTSTANDING
B GOOD
C SATISFACTORY
D MINIMUM ACHIEVEMENT
F FAILING
I INCOMPLETE
NM NO MARK
CR CREDIT
WP WITHDRAW PASSING
WF WITHDRAW FAILING
P PASSING

CITIZENSHIP COMMENTS CODE

0 STUDENT DOING EXCELLENT WORK
1 STUDENT IS PROGRESSING SATISFACTORILY
2 STUDENT IS IMPROVING IN THIS COURSE
3 STUDENT ACHIEVING BELOW APPARENT ABILITY
4 BOOKS OR MATERIALS NOT BROUGHT TO CLASS
5 ASSIGNMENTS ARE NOT COMPLETED REGULARLY
6 POOR ATTENDANCE IS AFFECTING SCHOOL WORK
7 STUDY HABITS NEED IMPROVING
8 BEHAVIOR NEEDS IMPROVING
9 PLEASE CONTACT TEACHER THROUGH COUNSELOR

● The first reporting period
○ The second reporting period
○ The entire semester
○ The entire year

○ I don't know.

```
S04 04  3/1  01*X226013 30030070                     13 17

                              NATIONAL AND GROUP PERCENTAGES OF SUCCESS

 % OF     GROUP
SUCCESS   EFFECT    VARIABLE       GROUP

  91.5     ---      NATIONAL

                    REGION
  84.6    -6.9*                Southeast
  89.9    -1.6                      West
  95.0     3.5*                  Central
  94.5     3.0*                Northeast

                    SEX
  90.9    -0.6                      Male
  92.1     0.6                    Female

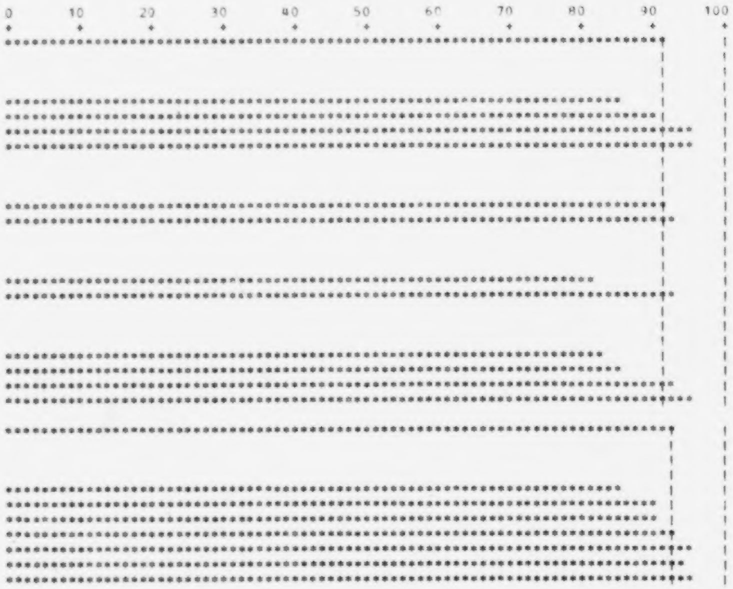
                    COLOR
  81.6    -9.9*                    Black
  93.0     1.5*                    White

                    PARENTAL EDUCATION
  82.3    -9.2*           No High School
  85.5    -6.0*         Some High School
  92.2     0.7      Graduated High Sch.
  95.2     3.7*         Post High School

  91.9     ---      NATIONAL(17IS ONLY)

                    SIZE-AND-TYPE
                    OF COMMUNITY
  84.7    -7.3       Extreme Inner City
  90.4    -1.5           Extreme Rural
  90.5    -1.4              Small City
  92.1     0.2             Medium City
  94.8     2.9         Rest Of Big City
  93.9     2.0        Suburban Fringe
  95.1     3.2*      Extreme Aff Suburb
```

PERCENTAGE OF SUCCESS

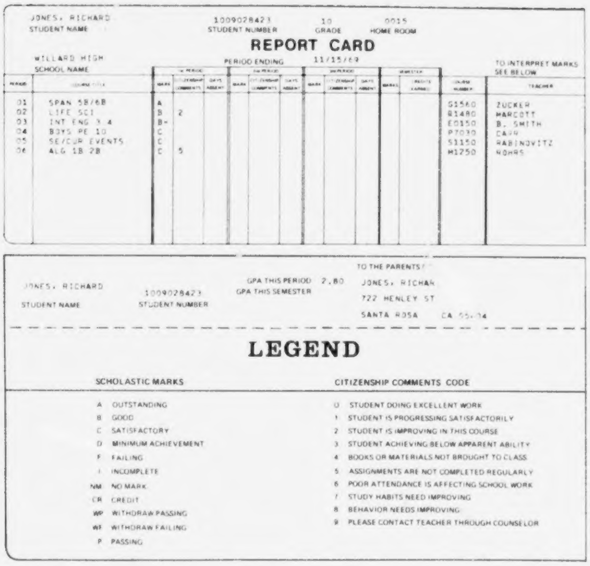


Exercise R226, Subtheme D

This exercise required the respondent to locate the phrase containing the words "period" and "time" and note the numbers associated with them.

Exercise R227, Subtheme D

Look at the following report card. This student is improving his work in which subject area?



JONES, RICHARD
STUDENT NAME

1009028423
STUDENT NUMBER

10
GRADE

0015
HOME ROOM

REPORT CARD

WILLARD HIGH
SCHOOL NAME

PERIOD ENDING 11/15/69

TO INTERPRET MARKS SEE BELOW

PERIOD	COURSE TITLE	MARK	CITIZENSHIP COMMENTS	COURSE NUMBER	TEACHER
01	SPAN 5B/6B	A		S1560	ZUCKER
02	LIFE SCI	B	2	R1480	MARCOTT
03	INT ENG 3 4	B-		E0150	B. SMITH
04	BOYS PE 10	C		P7030	CARR
05	SE/CUR EVENTS	C		S1150	RABINOVITZ
06	ALG 1B 2B	C	5	M1250	ROHRS

JONES, RICHARD
STUDENT NAME

1009028423
STUDENT NUMBER

GPA THIS PERIOD 2.80
GPA THIS SEMESTER

TO THE PARENTS OF
JONES, RICHAR
722 HENLEY ST
SANTA ROSA CA 95404

LEGEND

SCHOLASTIC MARKS	
A	OUTSTANDING
B	GOOD
C	SATISFACTORY
D	MINIMUM ACHIEVEMENT
F	FAILING
I	INCOMPLETE
NM	NO MARK
CR	CREDIT
WP	WITHDRAW PASSING
WF	WITHDRAW FAILING
P	PASSING

CITIZENSHIP COMMENTS CODE	
0	STUDENT DOING EXCELLENT WORK
1	STUDENT IS PROGRESSING SATISFACTORILY
2	STUDENT IS IMPROVING IN THIS COURSE
3	STUDENT ACHIEVING BELOW APPARENT ABILITY
4	BOOKS OR MATERIALS NOT BROUGHT TO CLASS
5	ASSIGNMENTS ARE NOT COMPLETED REGULARLY
6	POOR ATTENDANCE IS AFFECTING SCHOOL WORK
7	STUDY HABITS NEED IMPROVING
8	BEHAVIOR NEEDS IMPROVING
9	PLEASE CONTACT TEACHER THROUGH COUNSELOR

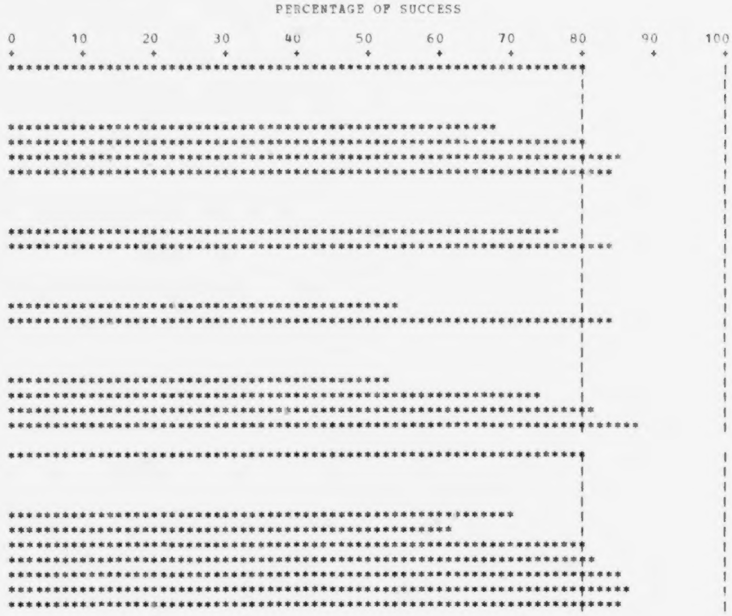
○ English
● Foreign language
○ Mathematics
○ Science

○ I don't know.

S09 05 3/1 04*X227013 R00300V0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
80.0	---	NATIONAL	
		REGION	
67.1	-12.9*		Southeast
80.6	0.6		West
84.9	4.9*		Central
83.6	3.6*		Northeast
		SEX	
76.0	-4.0*		Male
83.5	3.5*		Female
		COLOR	
53.1	-26.9*		Black
83.6	3.6*		White
		PARENTAL EDUCATION	
52.6	-27.4*		No High School
73.9	-6.1*		Some High School
81.1	1.1		Graduated High Sch.
37.4	7.4*		Post High School
80.4	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
69.4	-10.9*		Extreme Inner City
61.3	-19.0*		Extreme Rural
79.4	-0.9		Small City
81.9	1.5		Medium City
85.4	5.0		Rest Of Big City
86.8	6.5*		Suburban Fringe
84.8	4.4		Extreme Aff Suburb

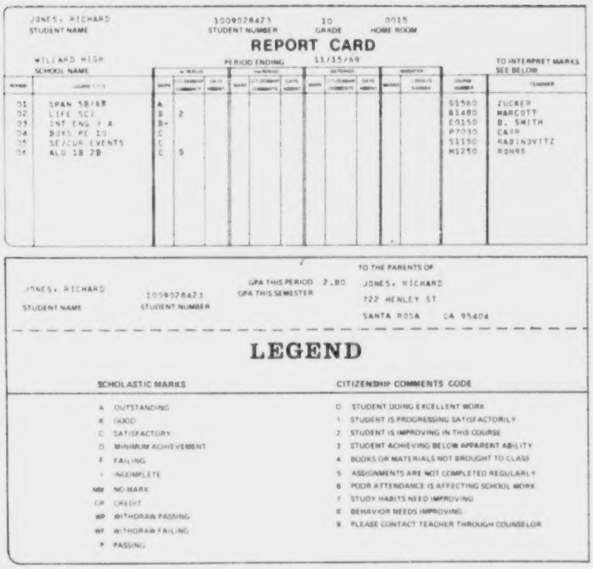


Exercise R227, Subtheme D

This exercise required the respondent to look up a code in the legend provided at the bottom of the report card.

Exercise R228, Subtheme D

Look at the following report card. In which class does this student appear to have a problem?



JONES, RICHARD STUDENT NAME	1009028423 STUDENT NUMBER	10 GRADE	0015 HOME ROOM		

REPORT CARD

WILLARD HIGH
SCHOOL NAME

PERIOD ENDING 11/15/69

TO INTERPRET MARKS SEE BELOW

01	SPAN 5B/6B	A		G1560	ZUCKER
02	LIFE SCI	B	2	G1480	MARCOTT
03	INT ENG 3 4	B-		E0150	B. SMITH
04	BOYS PE 10	C		P7030	CARR
05	SE/CUR EVENTS	C		S1150	RABINOVITZ
06	ALG 1B 2B	C	5	M1250	ROHRS

JONES, RICHARD
STUDENT NAME

1009028423
STUDENT NUMBER

GPA THIS PERIOD 2.80
GPA THIS SEMESTER

TO THE PARENTS OF
JONES, RICHARD
722 HENLEY ST
SANTA ROSA CA 95404

LEGEND

SCHOLASTIC MARKS

A	OUTSTANDING
B	GOOD
C	SATISFACTORY
D	MINIMUM ACHIEVEMENT
F	FAILING
I	INCOMPLETE
NM	NO MARK
CR	CREDIT
WP	WITHDRAW PASSING
WF	WITHDRAW FAILING
P	PASSING

CITIZENSHIP COMMENTS CODE

0	STUDENT DOING EXCELLENT WORK
1	STUDENT IS PROGRESSING SATISFACTORILY
2	STUDENT IS IMPROVING IN THIS COURSE
3	STUDENT ACHIEVING BELOW APPARENT ABILITY
4	BOOKS OR MATERIALS NOT BROUGHT TO CLASS
5	ASSIGNMENTS ARE NOT COMPLETED REGULARLY
6	POOR ATTENDANCE IS AFFECTING SCHOOL WORK
7	STUDY HABITS NEED IMPROVING
8	BEHAVIOR NEEDS IMPROVING
9	PLEASE CONTACT TEACHER THROUGH COUNSELOR

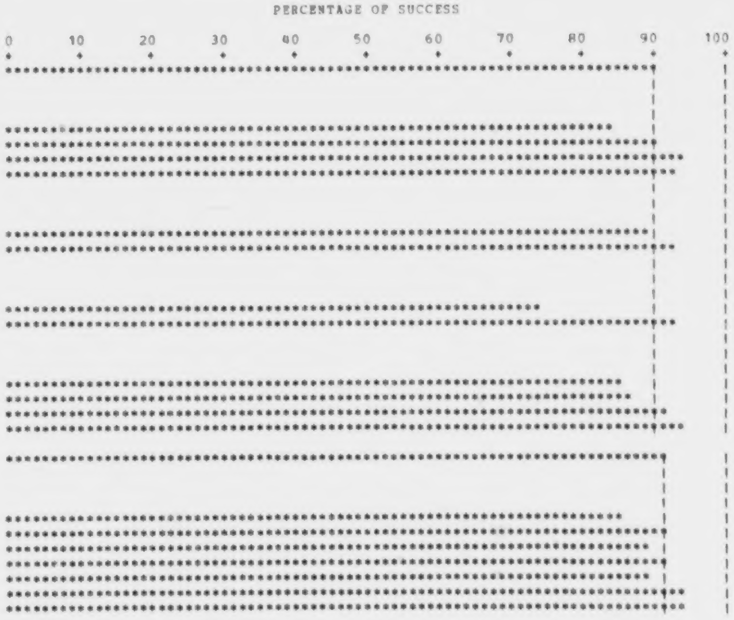
● Algebra
○ English
○ Physical Education
○ Science

○ I don't know.

S02 12 3/9 01*X228013 R00300V0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
90.5	---	NATIONAL	
		REGION	
83.9	-6.6*		Southeast
90.0	-0.5		West
93.3	2.8*		Central
92.9	2.3		Northeast
		SEX	
88.5	-2.0*		Male
92.6	2.0*		Female
		COLOR	
73.4	-17.1*		Black
92.7	2.2*		White
		PARENTAL EDUCATION	
85.0	-5.5*		No High School
85.9	-4.6*		Some High School
91.7	1.2		Graduated High Sch.
94.1	3.6*		Post High School
90.8	---	NATIONAL (17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
85.1	-5.7		Extreme Inner City
91.5	0.7		Extreme Rural
88.2	-2.6*		Small City
91.7	0.9		Medium City
89.1	-1.7		Rest Of Big City
94.4	3.5*		Suburban Fringe
93.6	2.8		Extreme Aff Suburb

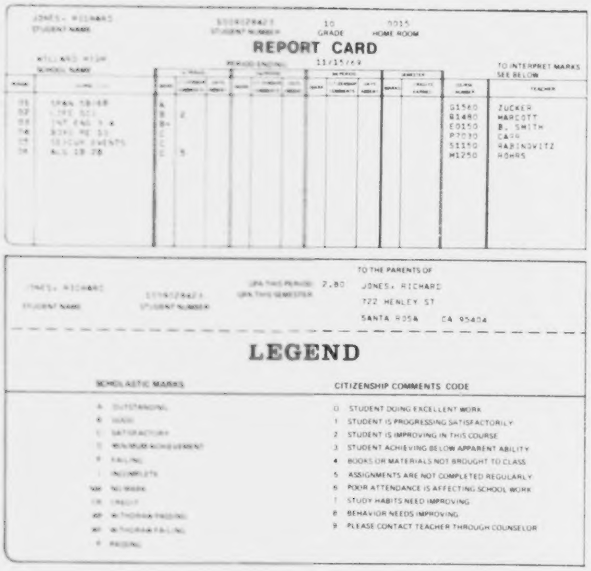


Exercise R228, Subtheme D

A respondent answered this question acceptably if he understood that "assignments not completed regularly" is a problem.

Exercise R231, Subtheme D

Look at the following report card. According to the report card, in what subject area did the student do BEST?



JONES, RICHARD
STUDENT NAME

5519128421
STUDENT NUMBER

10
GRADE

0015
HOME ROOM

REPORT CARD

WILLARD HIGH
SCHOOL NAME

PERIOD ENDING 11/15/69

TO INTERPRET MARKS SEE BELOW

PERIOD	COURSE	MARK	CITIZENSHIP COMMENTS	COURSE NUMBER	TEACHER
01	SPAN 1B/4B	A		G1560	ZUCKER
02	LIFE SCI	B	2	B1480	MARCOTT
03	INT ENG 7-8	B+		E0150	B. SMITH
04	[illegible]	C		P7030	CARR
05	[illegible]	C		S1150	RABINOVITZ
06	ALG 1B 2B	C	5	M1250	ROHRS

JONES, RICHARD
STUDENT NAME

5519128421
STUDENT NUMBER

GPA THIS PERIOD 2.80
GPA THIS SEMESTER

TO THE PARENTS OF
JONES, RICHARD
722 HENLEY ST
SANTA ROSA CA 95404

LEGEND

SCHOLASTIC MARKS		CITIZENSHIP COMMENTS CODE	
A	OUTSTANDING	0	STUDENT DOING EXCELLENT WORK
B	GOOD	1	STUDENT IS PROGRESSING SATISFACTORILY
C	SATISFACTORY	2	STUDENT IS IMPROVING IN THIS COURSE
D	MINIMUM ACHIEVEMENT	3	STUDENT ACHIEVING BELOW APPARENT ABILITY
F	FAILING	4	BOOKS OR MATERIALS NOT BROUGHT TO CLASS
I	INCOMPLETE	5	ASSIGNMENTS ARE NOT COMPLETED REGULARLY
NM	NO MARK	6	POOR ATTENDANCE IS AFFECTING SCHOOL WORK
CR	CREDIT	7	STUDY HABITS NEED IMPROVING
WP	WITHDRAW PASSING	8	BEHAVIOR NEEDS IMPROVING
WF	WITHDRAW FAILING	9	PLEASE CONTACT TEACHER THROUGH COUNSELOR
P	PASSING		

○ English

● Foreign language

○ Mathematics

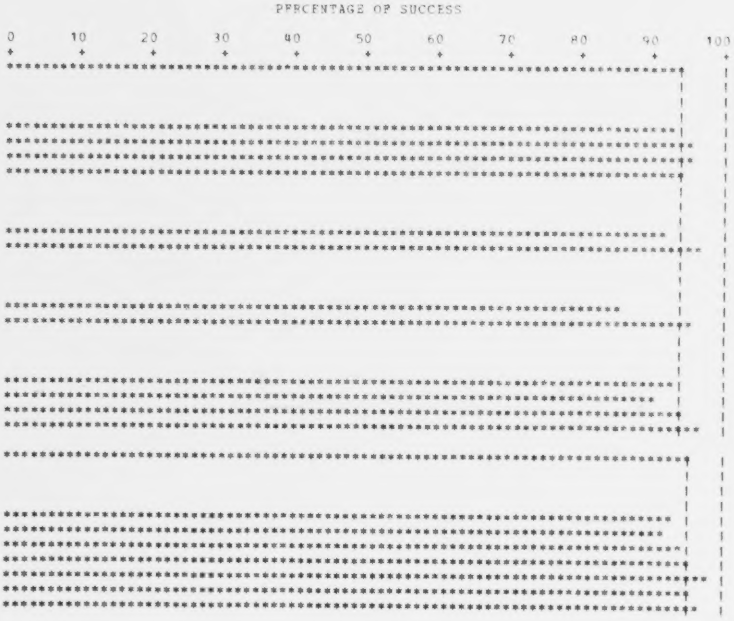
○ Science

○ I don't know.

501 02 3/1 02*R231013 R0030000 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
93.8	---	NATIONAL	
		REGION	
92.3	-1.6		Southeast
94.5	0.7		West
94.8	1.0		Central
93.3	-0.5		Northeast
		SEX	
91.7	-2.1*		Male
95.7	1.8*		Female
		COLOR	
85.2	-8.6*		Black
94.9	1.0*		White
		PARENTAL EDUCATION	
92.5	-1.4		No High School
89.8	-4.0*		Some High School
93.5	-0.3		Graduated High Sch.
96.6	2.8*		Post High School
94.5	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
92.5	-2.0		Extreme Inner City
90.7	-3.8		Extreme Rural
93.6	-0.9		Small City
94.8	0.3		Medium City
97.3	2.8*		Rest Of Big City
95.6	1.1		Suburban Fringe
96.3	1.8		Extreme Aff Suburb

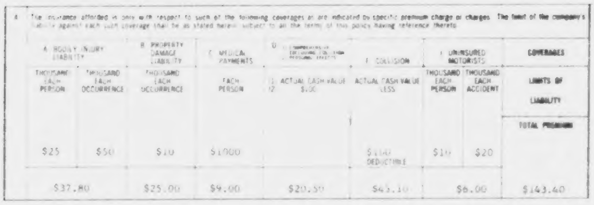


Exercise R231, Subtheme D

To respond acceptably, a respondent would have to know that an "A" is the best possible grade and "Spanish" is a foreign language.

Exercise R236, Subtheme D

Below is an excerpt from an automobile insurance policy. Look at it carefully and then answer the questions which follow it.



4 The insurance afforded is only with respect to such of the following coverages as are indicated by specific premium charge or charges. The limit of the company's liability against each such coverage shall be as stated herein, subject to all the terms of this policy having reference thereto.

A. BODILY INJURY LIABILITY		B. PROPERTY DAMAGE LIABILITY	C. MEDICAL PAYMENTS	D. [illegible]	E. COLLISION	F. UNINSURED MOTORISTS		COVERAGES
THOUSAND EACH PERSON	THOUSAND EACH OCCURRENCE	THOUSAND EACH OCCURRENCE	EACH PERSON	(1) ACTUAL CASH VALUE (2) $.00	ACTUAL CASH VALUE LESS	THOUSAND EACH PERSON	THOUSAND EACH ACCIDENT	LIMITS OF LIABILITY
$25	$50	$10	$1000		$100 DEDUCTIBLE	$10	$20	TOTAL PREMIUM
$37.80		$25.00	$9.00	$20.50	$45.10	$6.00		$143.40

A. What is the maximum amount for which this policy covers medical bills?

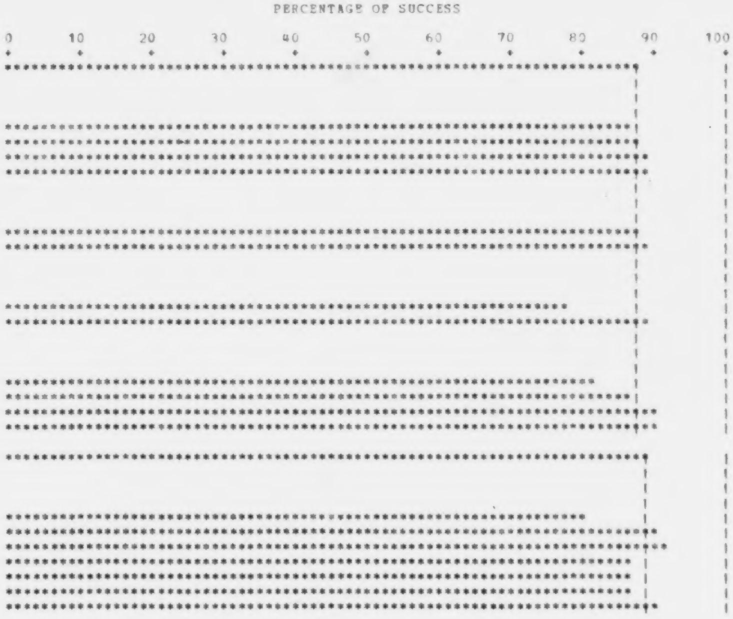
● $ 1,000
○ $ 5,000
○ $10,000
○ $25,000

○ I don't know.

S04 09 3/1 01*X236010 U10300V0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
88.0	---	NATIONAL	
		REGION	
86.4	-1.6		Southeast
88.1	0.1		West
88.7	0.7		Central
88.4	0.4		Northeast
		SEX	
87.8	-0.2		Male
88.2	0.2		Female
		COLOR	
77.7	-10.3*		Black
89.4	1.3*		White
		PARENTAL EDUCATION	
80.9	-7.1*		No High School
86.7	-1.3		Some High School
89.8	1.8		Graduated High Sch.
90.0	2.0*		Post High School
88.2	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
79.8	-8.4*		Extreme Inner City
89.5	1.4		Extreme Rural
91.6	3.4*		Small City
86.2	-1.9		Medium City
86.1	-2.0		Rest Of Big City
86.9	-1.3		Suburban Fringe
90.6	2.4		Extreme Aff Suburb



B. What is the maximum amount this policy would pay in case you injured another person in an automobile accident?

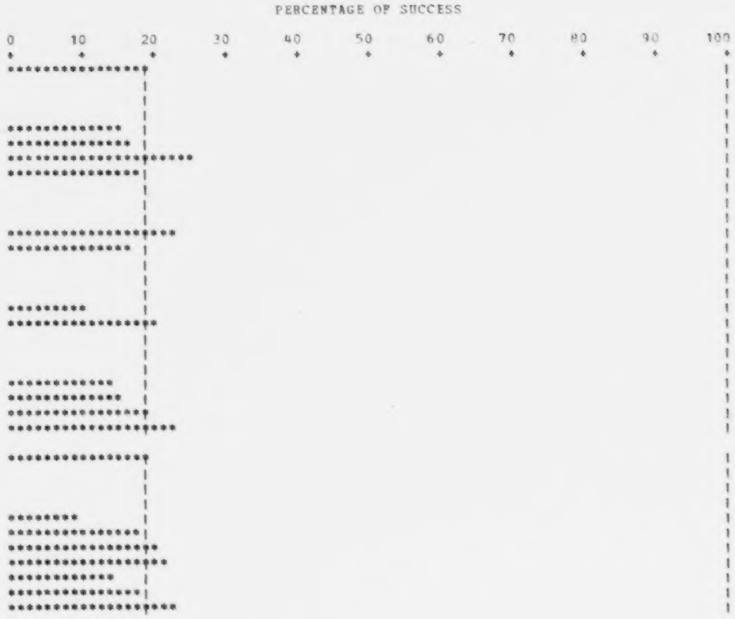
○ $ 25
○ $ 1,000
○ $ 5,000
● $25,000

○ I don't know.

S04 09 4/1 04*X236020 U10300V0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
19.2	---	NATIONAL	
		REGION	
14.5	-4.7*		Southeast
16.8	-2.3		West
25.5	6.3*		Central
17.7	-1.5		Northeast
		SEX	
22.1	2.9*		Male
16.0	-3.2*		Female
		COLOR	
9.8	-9.4*		Black
20.6	1.4*		White
		PARENTAL EDUCATION	
13.4	-5.8*		No High School
14.9	-4.3		Some High School
18.6	-0.6		Graduated High Sch.
22.9	3.7*		Post High School
18.9	---	NATIONAL (17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
9.3	-9.6*		Extreme Inner City
17.7	-1.2		Extreme Rural
20.2	1.3		Small City
21.8	2.9		Medium City
13.2	-5.7*		Rest Of Big City
17.5	-1.4		Suburban Fringe
23.0	4.1		Extreme Aff Suburb

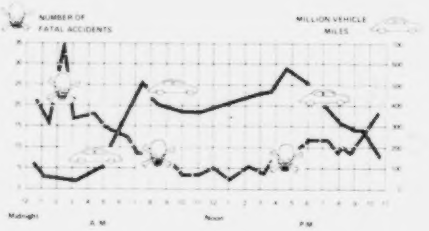


Exercise R236, Subtheme D

The acceptable response could be located by locating the only column in the table containing the word "medical" or by knowing that medical payments cover medical bills.

Exercise R238, Subtheme C

This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day.* Look at the chart, then answer the question below it.



Given the information that California bars close at 2 a.m., what may one conclude from the graph?

○ Many drivers who drink are on the road from 2 to 3 a.m.

○ Drivers who drink cause many auto deaths between 2 and 3 a.m.

○ There is little relation between drinking and traffic deaths.

○ There is a sharp increase of traffic on the road just after 2 a.m.

● While drunk driving may be related to auto deaths, the information given is inconclusive.

○ I don't know.

*Youth at the Wheel, Harold T. Glenn, reprinted by permission of Chas. A. Bennett Co., Inc.

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S03 11  3/1  05*X238013 U00300V0                              17

                                                          NATIONAL AND GROUP PERCENTAGES OF SUCCESS

  % OF     GROUP
 SUCCESS   EFFECT   VARIABLE______GROUP                                     PERCENTAGE OF SUCCESS
                                          0         10        20        30        40        50        60        70        80        90        100
                                          +         +         +         +         +         +         +         +         +         +         +
  27.1      ---    NATIONAL               ***************************|                                                                        |
                                                                     |                                                                        |
                   REGION                                            |                                                                        |
  26.4     -0.7                Southeast  ************************** |                                                                        |
  26.3     -0.8                     West  ************************** |                                                                        |
  23.5     -3.5*                 Central  ************************   |                                                                        |
  32.0      4.9*               Northeast  ********************************                                                                    |
                                                                     |                                                                        |
                   SEX                                               |                                                                        |
  26.4     -0.6                     Male  ************************** |                                                                        |
  27.7      0.7                   Female  ****************************                                                                        |
                                                                     |                                                                        |
                   COLOR                                             |                                                                        |
  22.5     -4.6                    Black  ***********************    |                                                                        |
  27.8      0.8                    White  ****************************                                                                        |
                                                                     |                                                                        |
                   PARENTAL EDUCATION                                |                                                                        |
  24.0     -3.1           No High School  ************************   |                                                                        |
  19.6     -7.4*        Some High School  ********************       |                                                                        |
  25.4     -1.7      Graduated High Sch.  *************************  |                                                                        |
  31.4      4.3*        Post High School  *******************************                                                                     |

  27.5      ---    NATIONAL(17IS ONLY)    ****************************                                                                        |
                                                                     |                                                                        |
                   SIZE-AND-TYPE                                     |                                                                        |
                   OF COMMUNITY                                      |                                                                        |
  25.8     -1.8       Extreme Inner City  ************************** |                                                                        |
  20.8     -6.7            Extreme Rural  *********************      |                                                                        |
  25.1     -2.4               Small City  *************************  |                                                                        |
  28.4      0.9              Medium City  ****************************                                                                        |
  26.5     -1.0         Rest Of Big City  ***************************|                                                                        |
  27.5      0.0          Suburban Fringe  ****************************                                                                        |
  36.3      8.8*      Extreme Aff Suburb  ************************************                                                                |
```
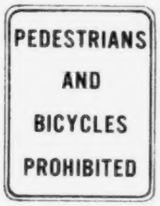
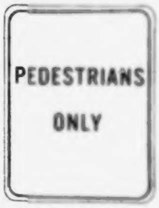

Exercise R238, Subtheme C

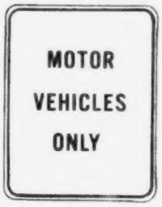
The right answer required that the respondent determine that the first four alternatives were unrelated to the graph.

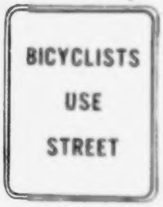
Exercise R239, Subtheme B

Which sign shows where walking is permitted?

○ 
PEDESTRIANS
AND
BICYCLES
PROHIBITED

○ 
PEDESTRIANS
ONLY

○ 
MOTOR
VEHICLES
ONLY

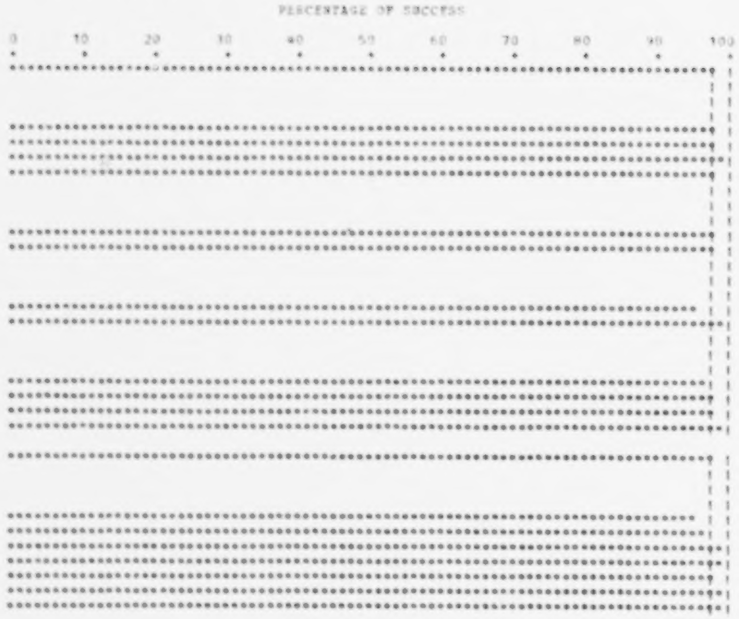
● 
BICYCLISTS
USE
STREET

○ I don't know.

S05 02 3/1 03*X239011 R10000V0 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
97.8	---	NATIONAL	
		REGION	
97.1	-0.7		Southeast
97.8	0.0		West
98.7	0.9*		Central
97.3	-0.5		Northeast
		SEX	
97.7	-0.1		Male
97.9	0.1		Female
		COLOR	
95.0	-2.8*		Black
98.1	0.3*		White
		PARENTAL EDUCATION	
95.9	-1.8		No High School
96.9	-0.9		Some High School
97.2	-0.6		Graduated High Sch.
99.2	1.4*		Post High School
98.1	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
94.9	-3.2		Extreme Inner City
96.6	-1.5		Extreme Rural
98.2	0.1		Small City
99.0	0.9		Medium City
97.9	-0.2		Rest Of Big City
98.4	0.3		Suburban Fringe
99.3	1.2*		Extreme Aff Suburb



Exercise R239, Subtheme B

This exercise required that the respondent understand the meanings of the words "pedestrians" and "prohibited."

CHAPTER 6

RESULTS FOR YOUNG ADULTS

The young adults described in this chapter ranged in age from 26 through 35 at the time of the Reading assessment: they were born between April 1, 1935, and March 31, 1945. The reporting categories for young adults are identical to those for the other age levels with one exception: size and type of community has been limited to size of community only. National Assessment did not collect type of community data for young adults.

Almost 84% of the young adults responded acceptably to Theme 2 exercises, though the percentages of success varied from subtheme to subtheme. The percentages for each subtheme are shown in Exhibit 6-1.

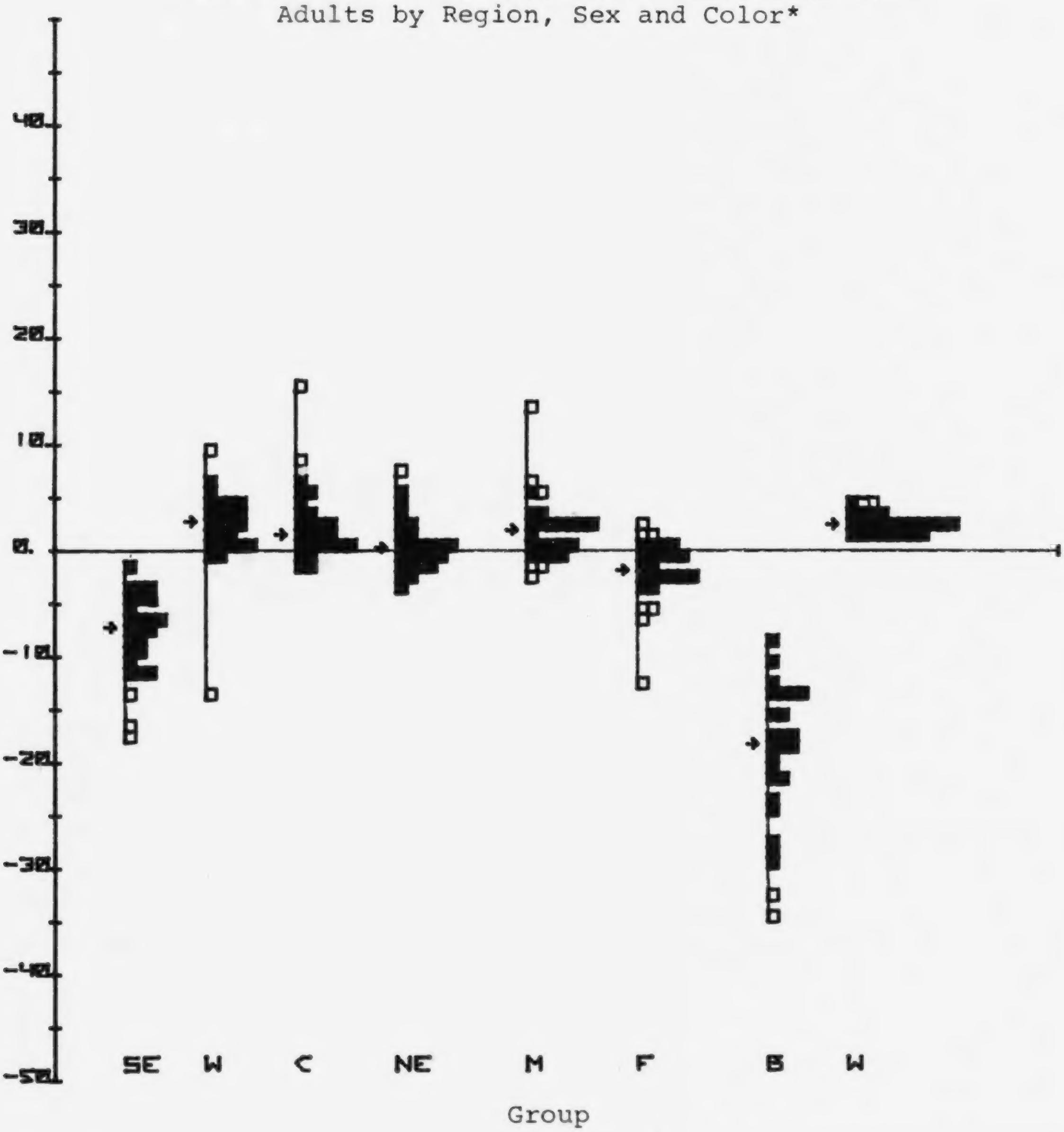
EXHIBIT 6-1. Percentages of Success for Young Adults on the Subthemes

	Subtheme	Median Percentage of Success	Number of Effects
A.	Interpreting drawings and pictures	81.8%	1
B.	Reading signs and labels	84.1	7
C.	Reading charts, maps and graphs	58.7	5
D.	Reading forms	83.8	13
	TOTAL	83.8%	26

The percentage of success for the Northeast did not differ reliably from the national value. However, the Southeast showed a negative characteristic while the Central and Western regions both showed positive tendencies. The Southeast performed less

EXHIBIT 6-2

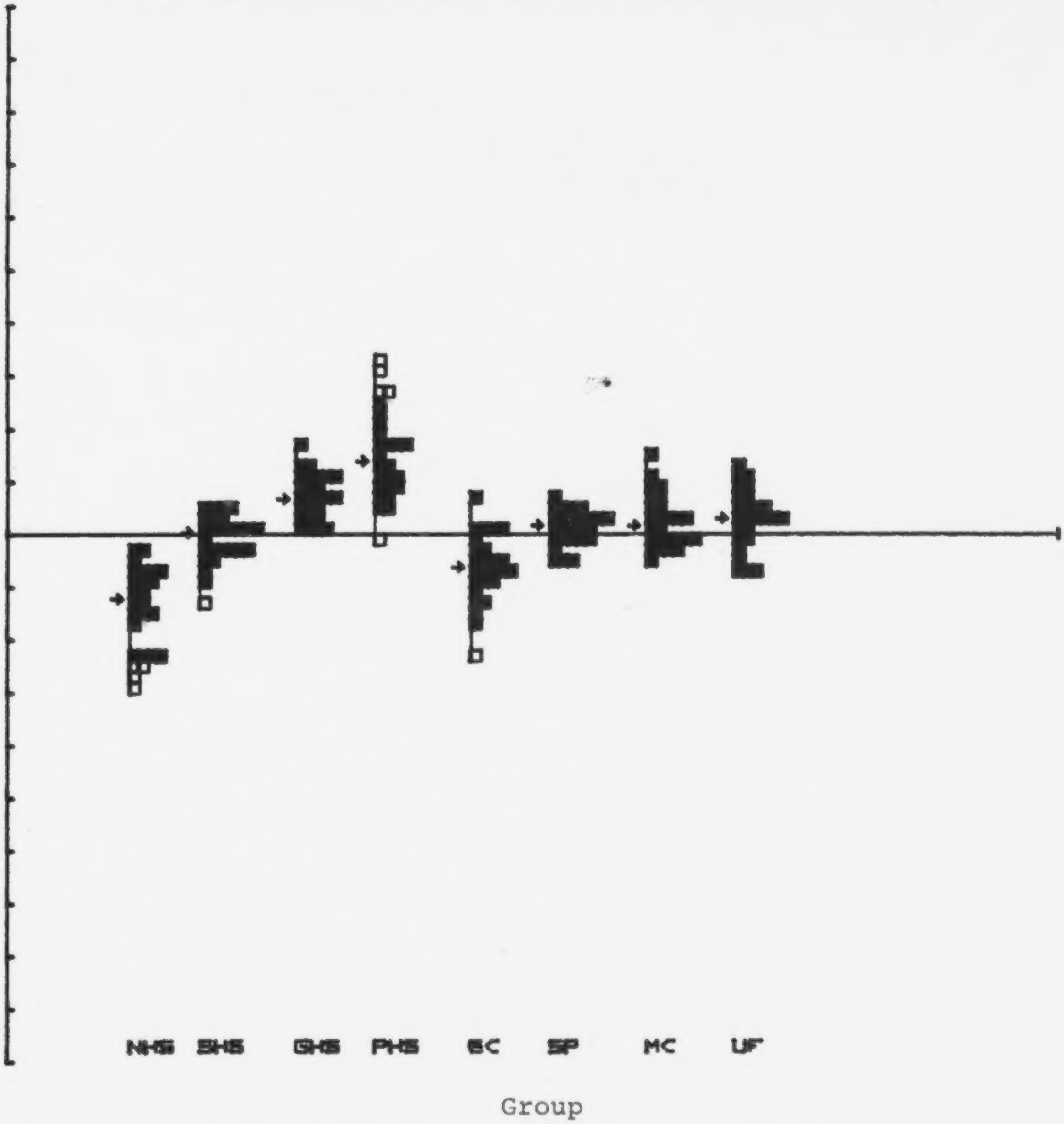
Distribution of Effects on 26 Exercises for Adults by Region, Sex and Color*



*Arrows indicate group medians, blackened boxes indicate typical exercises, open boxes indicate atypical exercises. Abbreviations: SE, Southeast; W, West; C, Central; NE, Northeast; M, male; F, female; B, Black; W, White.

EXHIBIT 6-2a

Distribution of Effects on 26 Exercises for Adults by Parental Education and Size of Community*



*Arrows indicate group medians, blackened boxes indicate typical exercises, open boxes indicate atypical exercises. Abbreviations: NHS, no high school; SHS, some high school; GHS, graduated from high school; PHS, post high school; EIC, extreme inner city; ER, extreme rural; SC, small city; MC, medium city; RBC, rest of big city; SF, suburban fringe; EAS, extreme affluent suburb.

well than usual on three exercises (R219 and U224, both from Subtheme C, and R227, Subtheme D) while the West scored better than usual on one of those exercises (R224) and less well on a different exercise, U217, part 2 (Subtheme B). Exceptional exercises for the Northeast and Central regions all showed performances higher than usual for those groups. The Northeast did unusually well on part 3 of Exercise U225 while the Central region performed unusually well on R227 (Subtheme D) and U217, part 2 (Subtheme B).

Men and women did about equally well on Theme 2 exercises. Exceptional exercises for those two groups are shown in Exhibit 6-3.

EXHIBIT 6-3. Exceptional Exercises for Young Adult Men and Women

		Performance on the Identified Exercise	
Exercise	Subtheme	Men	Women
U217, part 2	B	Worse than usual	Better than usual
U217, part 3	B	Worse than usual	Better than usual
U232, part 2	B	Worse than usual	Better than usual
R219	C	Better than usual	Worse than usual
R220	C		Worse than usual
U236, part 1	D	Worse than usual	Better than usual
U236, part 2	D	Better than usual	Worse than usual

Black young adults showed a negative characteristic while White ones showed a positive characteristic. Blacks did unusually poorly and Whites unusually well on Subtheme D Exercise R227. Similarly, Blacks performed unusually poorly on Subtheme B Exercise U232, part 1, while Whites did unusually well on Subtheme D Exercise R227.

Young adults in the no high school parental education group showed a negative characteristic. They also performed unusually poorly on Exercises U225, part 2 (Subtheme D) and R219, R220 and U224 (all three from Subtheme C). The some high school group, which performed at a level equal to that for the nation as a whole, had only one exceptional exercise, U217, part 4 (Subtheme B). Two groups had levels of success resulting in positive characteristics: high school graduate and post high school. There were no exceptional exercises for the former group while the latter had five: Subtheme C Exercises U224, R220, R219, all of which had levels of performance that were unusually high; Subtheme D Exercise R227 also had an unusually high performance level; and U217, a Subtheme B exercise with an unusually low level of success.

Because type of community information was not collected for young adults, results are reported only for size of community groups. There was only one exceptional exercise for any of the size of community groups: U232, part 1. Young adults from big cities performed unusually poorly on that Subtheme B exercise. The big city group, further, was the only one to show a tendency; it showed a negative tendency while all the other groups had percentages of success that did not differ reliably from the value for the nation as a whole.

EXHIBIT 6-4. Median Effects for Each Group on the Subthemes

Group	Sub-theme A	Sub-theme B	Sub-theme C	Sub-theme D	All Sub-themes
Region					
Southeast	-7.4	-9.6	-8.6	-6.8	-7.2
West	5.2	2.7	4.7	2.9	2.8
Central	.8	-2.6	4.3	.7	1.5
Northeast	1.0	.3	-2.3	-.5	.2
Sex					
Male	1.0	.6	3.9	.7	2.0
Female	-1.1	-.5	-3.7	-.7	1.9
Color					
Black	-13.0	-21.6	-18.4	-18.0	-18.3
White	1.5	2.6	2.5	2.4	2.5
Parental Education					
No High School	-5.1	-7.1	-12.6	-5.6	-6.2
Some High School	.2	-1.4	.4	.2	.1
High School Graduate	4.7	3.4	5.4	3.2	3.4
Post High School	4.8	-8.3	13.7	6.6	6.9
Size of Community					
Big City	-1.6	-3.6	-.4	-3.4	-3.2
Small Places	-.8	1.4	-2.1	1.0	.8
Medium City	-1.5	.3	2.5	.4	.8
Urban Fringe	4.7	1.4	2.7	1.1	1.5
Number of Effects	1	7	5	13	26

The remainder of this chapter is devoted to the exercises administered to young adults. Each exercise is numbered with a letter and a numeral. The letter (either R or U) indicates whether the text of the exercise has been released or is unreleased. The unreleased exercises are being retained for the next Reading assessment, in 1975-76. These exercises will be used again, and comparisons can be made between the 1969-70 results and the results collected during 1975-76.

The text for released exercises is presented exactly as the exercises were administered during the assessment. The acceptable answer is indicated (by a blackened oval) as is a brief discussion of the exercise itself and how the respondent may have arrived at the acceptable answer.[1]

Along with the exercise and/or its description, the percentage of success and the effects are presented for all the groups. A histogram is given with the percentage of success for each group represented by a bar. The leftmost vertical line (which cuts across the bar for each group) represents the national percentage of success, and the distance from the end of a group's bar to that line represents the group's effect--the difference between the performance for a group and the performance of the nation as a whole.

Starred effects (marked with an asterisk) indicate effects that differ reliably from zero.

---

[1] Though the correct or best answer may have been reached by guessing, guessing is not considered here as a method for reaching the correct answer; the mention of guessing now is sufficient for all the exercises.

RELEASED EXERCISES

Exercise R219, Subtheme C

Read the passage and look at the chart, then complete the sentence below it.

> This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day.*

material deleted due
to copyright
restrictions

Most fatal accidents occurred between

○ 1 a.m. and 2 a.m.

● 2 a.m. and 3 a.m.

○ 4 a.m. and 5 a.m.

○ 6 a.m. and 7 a.m.

○ 7 a.m. and 8 a.m.

○ I don't know.

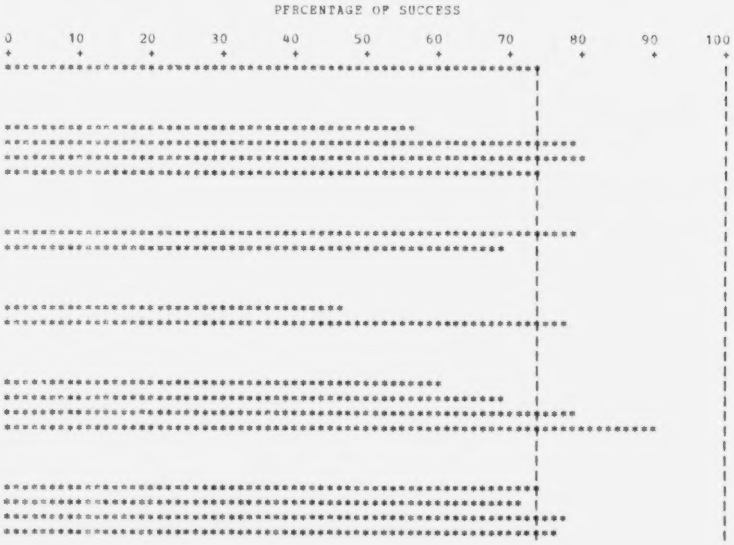
---

*Youth at the Wheel, Harold T. Glenn, reprinted by permission of Chas. A. Bennett Co., Inc.

A06 10 3/1 02*X219013 R00300V0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
73.6	---	NATIONAL	
		REGION	
56.5	-17.1*		Southeast
78.3	4.7*		West
80.3	6.7*		Central
74.1	0.5		Northeast
		SEX	
79.1	5.5*		Male
68.3	-5.3*		Female
		COLOR	
46.5	-27.1*		Black
77.0	3.4*		White
		PARENTAL EDUCATION	
60.5	-13.1*		No High School
69.0	-4.6		Some High School
79.2	5.6*		Graduated High Sch.
89.5	15.9*		Post High School
		SIZE OF COMMUNITY	
73.2	-0.4		Big City
71.7	-1.9		Small Place
76.9	3.3		Medium City
75.8	2.2		Urban Fringe



Exercise R219, Subtheme C

This exercise required respondents to find the highest point on a line graph.

Exercise R220, Subtheme C

Read the passage and look at the chart, then answer the question which follows it.

> This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day.*

material deleted
due to copyright
restrictions

All but one of the following factual conclusions can be reached from the data presented. Which statement goes beyond the data given in the chart?

○ Fewer fatal accidents occur during the day than at night.

○ Driving at a time when most people would be sleepy is dangerous.

● Eating a good lunch tends to keep drivers alert to driving hazards.

○ Traffic becomes heavier at the end of the working day than at the beginning.

○ Just because there are few vehicles on the road is no reason to relax one's safety precautions.

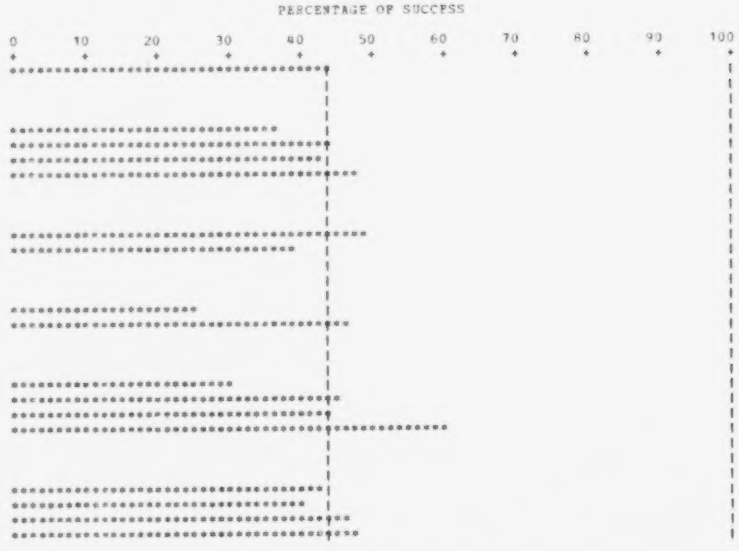
○ I don't know.

*Youth at the Wheel, Harold T. Glenn, reprinted by permission of Chas. A. Bennett Co., Inc.

A03 15 3/1 03*X220013 R00300V0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
43.2	---	NATIONAL	
		REGION	
36.6	-6.5*		Southeast
44.1	0.9		West
42.2	-1.0		Central
47.4	4.2		Northeast
		SEX	
48.4	5.2*		Male
38.1	-5.0*		Female
		COLOR	
24.7	-18.4*		Black
45.6	2.5*		White
		PARENTAL EDUCATION	
30.6	-12.6*		No High School
44.8	1.6		Some High School
43.9	0.7		Graduated High Sch.
60.1	16.9*		Post High School
		SIZE OF COMMUNITY	
42.1	-1.0		Big City
40.6	-2.5		Small Place
45.6	2.5		Medium City
48.0	4.8		Urban Fringe

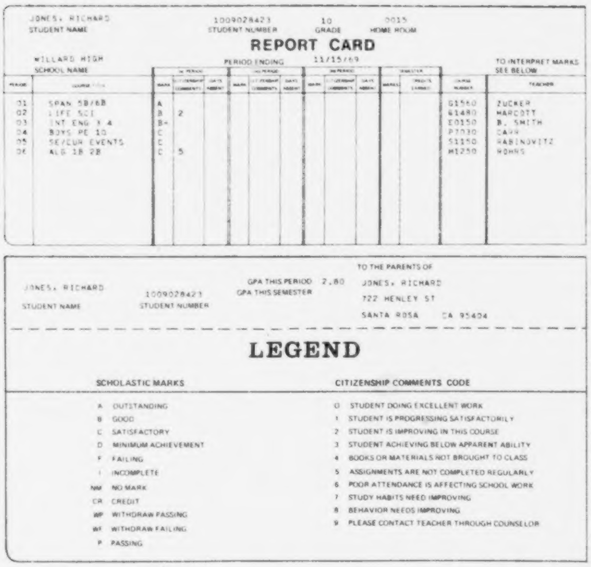


Exercise R220, Subtheme C

The respondents were asked to determine which alternative was unrelated to the chart.

Exercise R227, Subtheme D

Look at the following report card. This student is improving his work in which subject area?



JONES, RICHARD
STUDENT NAME

1009028423
STUDENT NUMBER

10
GRADE

0015
HOME ROOM

REPORT CARD

WILLARD HIGH
SCHOOL NAME

PERIOD ENDING 11/15/69

TO INTERPRET MARKS SEE BELOW

PERIOD	COURSE TITLE	MARK	CITIZENSHIP COMMENTS	CLASS NUMBER	TEACHER
01	SPAN 5B/6B	A		G1560	ZUCKER
02	LIFE SCI	B	2	61480	MARCOTT
03	INT ENG 3 4	B+		E0150	B. SMITH
04	BOYS PE 10	C		P7030	CARR
05	SE/CUR EVENTS	C		S1150	RABINOVITZ
06	ALG 1B 2B	C	5	M1250	ROHRS

JONES, RICHARD
STUDENT NAME

1009028423
STUDENT NUMBER

GPA THIS PERIOD 2.80
GPA THIS SEMESTER

TO THE PARENTS OF
JONES, RICHARD
722 HENLEY ST
SANTA ROSA CA 95404

LEGEND

SCHOLASTIC MARKS		CITIZENSHIP COMMENTS CODE	
A	OUTSTANDING	0	STUDENT DOING EXCELLENT WORK
B	GOOD	1	STUDENT IS PROGRESSING SATISFACTORILY
C	SATISFACTORY	2	STUDENT IS IMPROVING IN THIS COURSE
D	MINIMUM ACHIEVEMENT	3	STUDENT ACHIEVING BELOW APPARENT ABILITY
F	FAILING	4	BOOKS OR MATERIALS NOT BROUGHT TO CLASS
I	INCOMPLETE	5	ASSIGNMENTS ARE NOT COMPLETED REGULARLY
NM	NO MARK	6	POOR ATTENDANCE IS AFFECTING SCHOOL WORK
CR	CREDIT	7	STUDY HABITS NEED IMPROVING
WP	WITHDRAW PASSING	8	BEHAVIOR NEEDS IMPROVING
WF	WITHDRAW FAILING	9	PLEASE CONTACT TEACHER THROUGH COUNSELOR
P	PASSING		

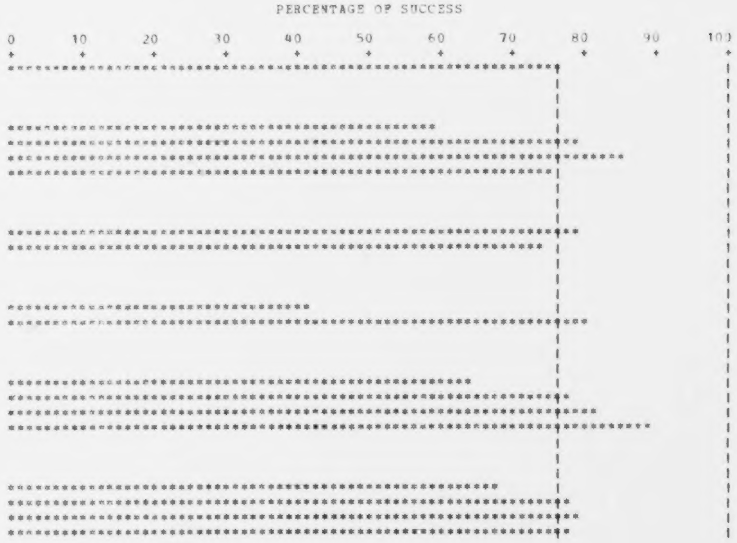
○ English
● Foreign language
○ Mathematics
○ Science

○ I don't know.

A02 16 3/1 04*X227013 R00300V0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
75.9	---	NATIONAL	
		REGION	
59.1	-16.8*		Southeast
79.1	3.2		West
84.8	8.9*		Central
74.7	-1.1		Northeast
		SEX	
78.8	2.9		Male
73.2	-2.7		Female
		COLOR	
41.6	-34.3*		Black
80.6	4.7*		White
		PARENTAL EDUCATION	
64.2	-11.7*		No High School
77.6	1.7		Some High School
81.2	5.3*		Graduated High Sch.
89.1	13.2*		Post High School
		SIZE OF COMMUNITY	
67.0	-8.9*		Big City
77.9	2.0		Small Place
79.2	3.3		Medium City
77.5	1.6		Urban Fringe

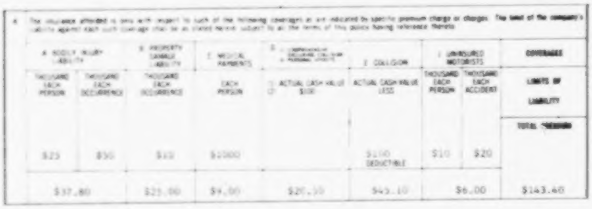


Exercise R227, Subtheme D

This exercise required the respondent to look up a code in the legend provided at the bottom of the report card.

Exercise R236, Subtheme D

Below is an excerpt from an automobile insurance policy. Look at it carefully and then answer the questions which follow it.



A. What is the maximum amount for which this policy covers medical bills?

● $ 1,000

○ $ 5,000

○ $10,000

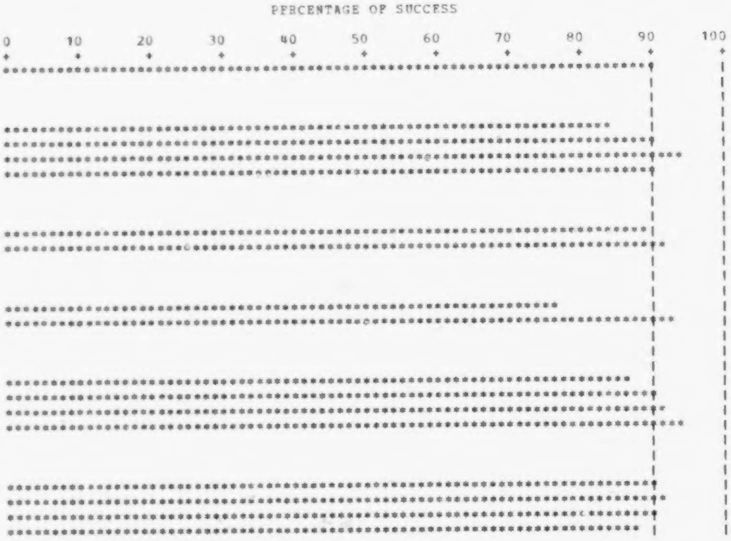
○ $25,000

○ I don't know.

406 06 3/1 01*X236010 110300V0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
90.1	---	NATIONAL	
		REGION	
83.7	-6.4*		Southeast
90.5	0.3		West
93.6	3.5*		Central
90.5	0.4		Northeast
		SEX	
88.5	-1.6*		Male
91.7	1.6*		Female
		COLOR	
76.4	-13.8*		Black
91.9	1.8*		White
		PARENTAL EDUCATION	
86.9	-3.3*		No High School
90.2	0.1		Some High School
91.8	1.6		Graduated High Sch.
93.8	3.7*		Post High School
		SIZE OF COMMUNITY	
90.5	0.3		Big City
91.3	1.2		Small Place
89.4	-0.7		Medium City
87.3	-2.8		Urban Fringe



B. What is the maximum amount this policy would pay in case you injured another person in an automobile accident?

○ $ 25

○ $ 1,000

○ $ 5,000

● $25,000

○ I don't know.

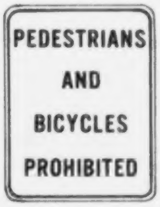
```
A06 06  4/1  04*X236020 110300V0                             13 17 A

                                                   NATIONAL AND GROUP PERCENTAGES OF SUCCESS

  % OF     GROUP                                                            PERCENTAGE OF SUCCESS
 SUCCESS   EFFECT    VARIABLE       GROUP
                                                  0        10        20        30        40        50        60        70        80        90       100
                                                  +         +         +         +         +         +         +         +         +         +         +
   42.5       ---    NATIONAL                     ******************************************|                                                         |
                                                                                            |                                                         |
                                                                                            |                                                         |
                     REGION                                                                 |                                                         |
   36.2     -6.4*                    Southeast    ************************************      |                                                         |
   41.7     -0.8                          West    ******************************************|                                                         |
   42.3     -0.3                       Central    ******************************************|                                                         |
   47.6      5.1                     Northeast    ******************************************|*****                                                    |
                                                                                            |                                                         |
                                                                                            |                                                         |
                     SEX                                                                    |                                                         |
   56.0     13.5*                         Male    ******************************************|*************                                            |
   29.6    -12.9*                       Female    ******************************            |                                                         |
                                                                                            |                                                         |
                                                                                            |                                                         |
                     COLOR                                                                  |                                                         |
   21.4    -21.1*                        Black    *********************                     |                                                         |
   45.3      2.7*                        White    ******************************************|**                                                       |
                                                                                            |                                                         |
                                                                                            |                                                         |
                     PARENTAL EDUCATION                                                     |                                                         |
   31.0    -11.5*               No High School    *******************************           |                                                         |
   41.0     -1.6              Some High School    ***************************************** |                                                         |
   50.6      8.1*          Graduated High Sch.    ******************************************|********                                                 |
   51.4      8.9*             Post High School    ******************************************|********                                                 |
                                                                                            |                                                         |
                                                                                            |                                                         |
                     SIZE OF COMMUNITY                                                      |                                                         |
   39.7     -2.9                      Big City    ****************************************  |                                                         |
   42.6      0.1                   Small Place    ******************************************|                                                         |
   49.9      7.4                   Medium City    ******************************************|*******                                                  |
   38.7     -3.8.                 Urban Fringe    ***************************************   |                                                         |
```

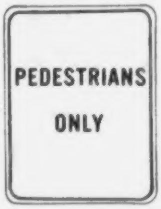
Exercise R236, Subtheme D

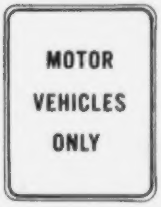
The acceptable response could be located by locating the only column in the table containing the word "medical" or by knowing that medical payments cover medical bills.

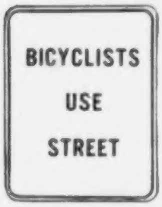
Exercise R239, Subtheme B

Which sign shows where walking is permitted?

○ 
PEDESTRIANS
AND
BICYCLES
PROHIBITED

○ 
PEDESTRIANS
ONLY

○ 
MOTOR
VEHICLES
ONLY

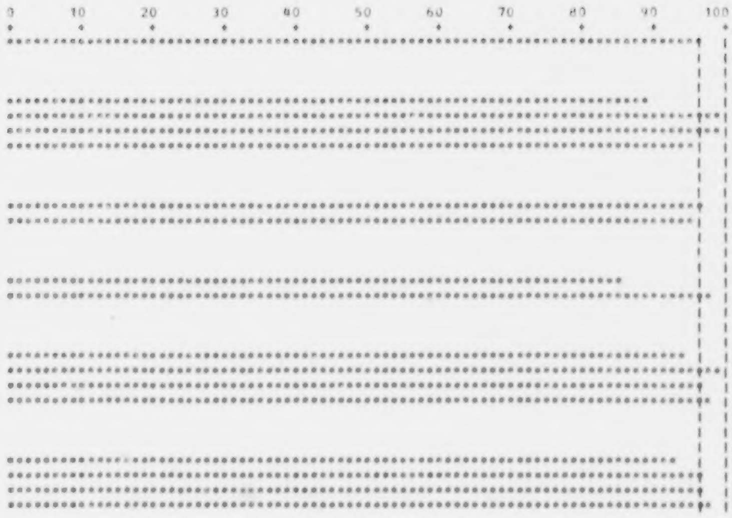
● 
BICYCLISTS
USE
STREET

○ I don't know.

A02 02 3/1 03*X233011 R10000V0 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
95.7	---	NATIONAL	
		REGION	
89.3	-6.4*		Southeast
98.2	2.5*		West
98.4	2.7*		Central
94.8	-0.9		Northeast
		SEX	
96.3	0.6		Male
95.2	-0.5		Female
		COLOR	
84.9	-10.8*		Black
97.0	1.3*		White
		PARENTAL EDUCATION	
94.2	-1.5		No High School
98.4	2.7*		Some High School
96.4	0.7		Graduated High Sch.
97.8	2.1		Post High School
		SIZE OF COMMUNITY	
92.1	-3.6		Big City
96.5	0.8		Small Place
96.2	0.5		Medium City
97.1	1.4		Urban Fringe



Exercise R239, Subtheme B

This exercise required that the respondent understand the meanings of the words "pedestrians" and "prohibited."

CHAPTER 7

PERFORMANCE ON EXERCISES OVERLAPPING TWO OR MORE AGE GROUPS

Many of the Theme 2 exercises were administered to people at two or more age levels. These exercises, which are said to overlap the age levels in question, can be used to show differences in performance between the two groups. In general, the older the group, the higher the percentage of acceptable responses.

Not all overlapping exercises were administered at all ages. Some were given to 9- and 13-year-olds; others were given to three groups, such as 9- through 17-year-olds or 13-year-olds through adults. In Exhibit 7-1, the median differences between groups of people are shown for each subtheme and over the entire Theme 2. Be sure to note the number of exercises each median is based on; the number differs from subtheme to subtheme, and from age level to age level.

One further warning needs to be presented here: it is not possible to determine why groups differ from one another in terms of their levels of success. It is not possible to say, for example, that 13-year-olds performed better than 9-year-olds because the former group is older, because the former group has had four more years of schooling or because the two groups have had different experiences before they were 9 years old (less television, perhaps, for the 13-year-olds). It is simply not possible to determine which causes account for the differences--we do not have the information available to tease out the causes and effects of the differences shown in the exhibit. The numbers in the following exhibit can only be interpreted as indicating differences, without any indication of how those differences came to be.

EXHIBIT 7-1. Median Differences Between Age Levels on Overlapping Exercises

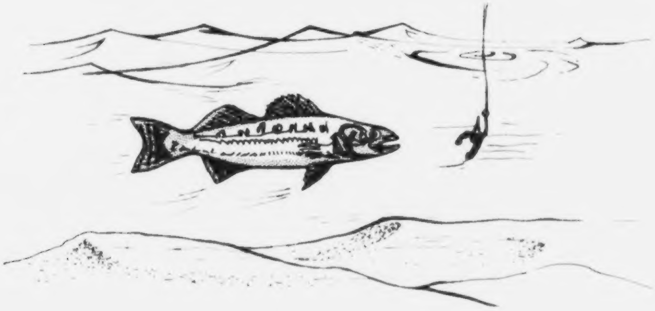
	Median Differences Between Age Groups					
Subtheme	9-13	Effects	13-17	Effects	17-Adult	Effects
A	8.5	3	17.1	1	-1.4	1
B	11.3	6	7.4	9	-2.1	9
C	12.0	5	12.5	12	1.0	5
D	-	0	12.0	16	3.5	11
TOTAL	9.9	14	11.1	38	1.8	26

The remainder of this chapter is devoted to the results of overlapping exercises. Each exercise is shown along with the results of the administrations and the differences in percentages of success for each age.

RELEASED EXERCISES

Exercise R203, Subtheme A

Exercise Administered at Ages 9 and 13



Look at the picture and fill in the oval beside the sentence which tells BEST what the drawing shows.

○ The fish has already eaten the worm.

○ The worm is probably not on a hook and line.

● The fish looks as if he is going to eat the worm.

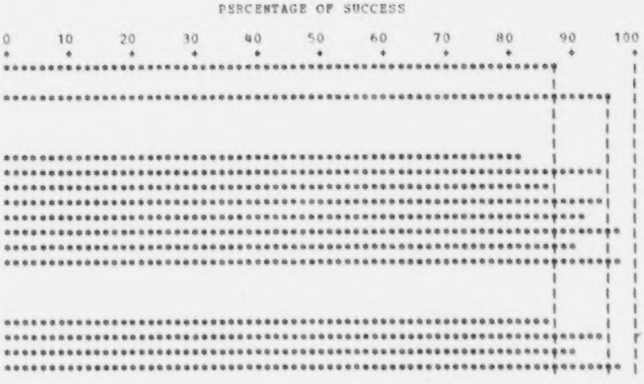
○ The fish is waiting for the worm to be put in the water.

○ I don't know.

```
N02 02  3/1  03*X203014 R00040V0                    9 13
T13 05  3/1  03*X203014 R00040V0                    9 13
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

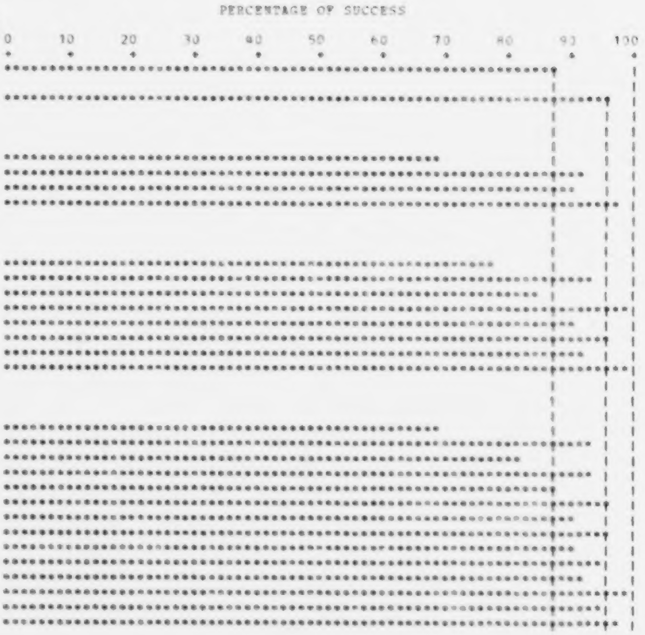
		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	9	87.5		
	NATIONAL	13	96.0	9-->13	8.5
REGION					
	Southeast	9	81.3		
		13	94.3	9-->13	12.9
	West	9	86.2		
		13	94.5	9-->13	8.3
	Central	9	90.9		
		13	97.3	9-->13	6.4
	Northeast	9	89.7		
		13	97.8	9-->13	8.1
SEX					
	Male	9	85.5		
		13	95.0	9-->13	9.5
	Female	9	89.7		
		13	96.9	9-->13	7.2



N02 02 3/1 03*X203014 R0004OV0 9 13
T13 05 3/1 03*X203014 R0004OV0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	87.5		
NATIONAL	13	96.0	9-->13	8.5
COLOR				
Black	9	69.0		
	13	91.7	9-->13	22.7
White	9	90.4		
	13	96.9	9-->13	6.5
PARENTAL EDUCATION				
No High School	9	76.5		
	13	93.5	9-->13	17.0
Some High School	9	83.9		
	13	98.0	9-->13	14.1
Graduated High Sch.	9	89.6		
	13	96.3	9-->13	6.6
Post High School	9	91.7		
	13	97.9	9-->13	6.1
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	68.1		
	13	92.9	9-->13	24.9
Extreme Rural	9	80.9		
	13	92.6	9-->13	11.7
Small City	9	86.8		
	13	96.0	9-->13	9.2
Medium City	9	90.5		
	13	96.1	9-->13	5.5
Rest Of Big City	9	89.3		
	13	93.8	9-->13	4.4
Suburban Fringe	9	92.0		
	13	98.0	9-->13	6.0
Extreme Aff Suburb	9	93.6		
	13	97.1	9-->13	3.4



Exercise R203, Subtheme A

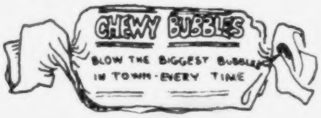
Exercise Administered at Ages 9 and 13

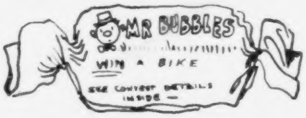
In order to respond correctly, a child could either intuit the feelings of the fish or eliminate the three incorrect responses leaving only the third alternative.

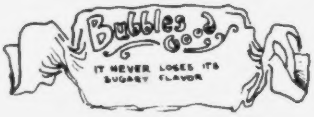
Exercise R204, Subtheme B'

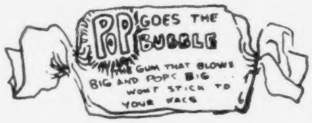
Exercise Administered at Ages 9 and 13

If you wanted to buy some bubble gum that would stay sweet for a long time, which of these would you buy? Fill in the oval beside the bubble gum you would buy.

○ 
CHEWY BUBBLES
BLOW THE BIGGEST BUBBLES IN TOWN - EVERY TIME

○ 
MR BUBBLES
WIN A BIKE
SEE CONTEST DETAILS INSIDE —

● 
Bubbles Good
IT NEVER LOSES ITS SUGARY FLAVOR

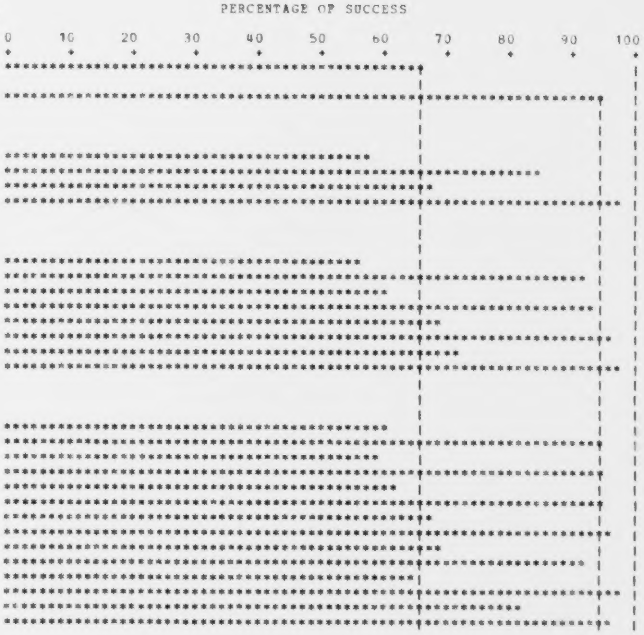
○ 
POP GOES THE BUBBLE
THE GUM THAT BLOWS BIG AND POPS BIG WON'T STICK TO YOUR FACE

○ I don't know.

```
N02 06  3/1  03*X204011 R10000V0                              9 13
T09 07  3/1  03*X204011 R10000V0                              9 13

                                    NATIONAL AND GROUP PERCENTAGES OF SUCCESS

                  AGE    PERCENTAGE       PERCENTAGE                           PERCENTAGE OF SUCCESS
                  LEVEL  OF SUCCESS       DIFFERENCE
                                                     0    10    20    30    40    50    60    70    80    90   100
                                                     +     +     +     +     +     +     +     +     +     +     +
          NATIONAL   9      65.4                     ********************************************             |
          NATIONAL  13      95.0    9-->13  29.6     ***************************************************************  |

REGION
         Southeast   9      62.0                     *****************************************                |
                    13      93.7    9-->13  31.6     **************************************************************   |
              West   9      63.5                     ******************************************               |
                    13      97.1    9-->13  33.6     *****************************************************************|
           Central   9      66.2                     ********************************************             |
                    13      95.7    9-->13  29.5     ****************************************************************  |
         Northeast   9      68.7                     **********************************************           |
                    13      93.3    9-->13  24.6     **************************************************************   |

SEX
              Male   9      63.0                     ******************************************               |
                    13      94.0    9-->13  31.0     ***************************************************************  |
            Female   9      67.9                     *********************************************            |
                    13      96.0    9-->13  28.1     ****************************************************************  |
N02 06  3/1  03*X204011 R10000V0                    9 13
T09 07  3/1  03*X204011 R10000V0                    9 13
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	65.4		
NATIONAL	13	95.0	9-->13	29.6
COLOR				
Black	9	57.5		
	13	84.5	9-->13	27.1
White	9	66.5		
	13	96.7	9-->13	30.2
PARENTAL EDUCATION				
No High School	9	56.3		
	13	91.5	9-->13	35.1
Some High School	9	60.7		
	13	92.3	9-->13	31.6
Graduated High Sch.	9	68.1		
	13	95.3	9-->13	27.2
Post High School	9	71.8		
	13	97.1	9-->13	25.3
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	60.2		
	13	94.7	9-->13	34.5
Extreme Rural	9	58.4		
	13	94.7	9-->13	36.3
Small City	9	61.3		
	13	94.3	9-->13	33.0
Medium City	9	67.4		
	13	96.1	9-->13	28.7
Rest Of Big City	9	69.0		
	13	91.0	9-->13	22.0
Suburban Fringe	9	64.6		
	13	96.6	9-->13	31.9
Extreme Aff Suburb	9	81.2		
	13	95.5	9-->13	14.3



Exercise R204, Subtheme B

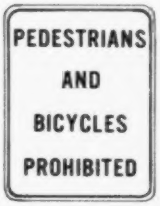
Exercise Administered at Ages 9 and 13

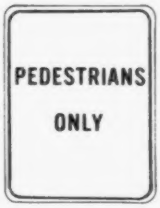
In order to see that the third gum wrapper enclosed a piece of bubble gum that would "stay sweet for a long time," the child would have to understand that the quoted expression and "it never loses its sugary flavor" were synonymous.

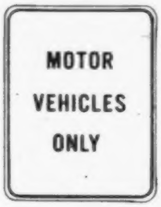
Exercise R205, Subtheme B

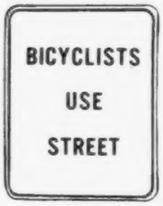
Exercise Administered at Ages 9, 13 and 17

Which sign shows where you should ride your bicycle?

○

PEDESTRIANS
AND
BICYCLES
PROHIBITED

○

PEDESTRIANS
ONLY

○

MOTOR
VEHICLES
ONLY

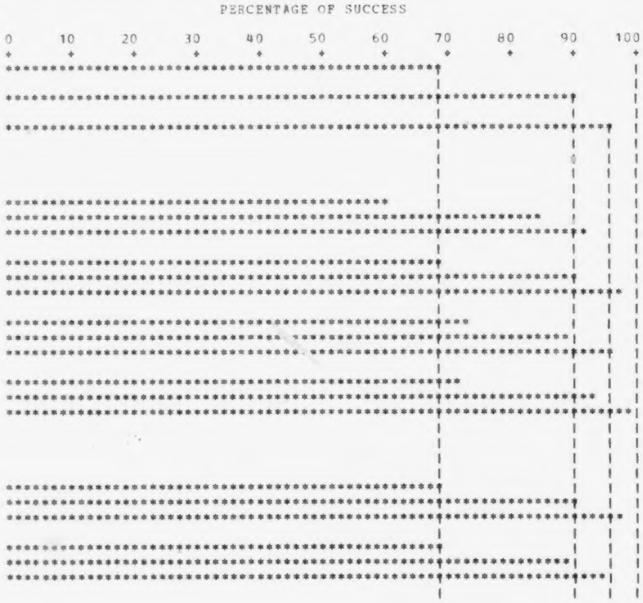
●

BICYCLISTS
USE
STREET

○ I don't know.

```
N02 11  3/1  04*X205011 R10000V0                    9 13 17
T12 01  3/1  04*X205011 R10000V0                    9 13 17
S06 01  3/1  04*X205011 R10000V0                    9 13 17
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

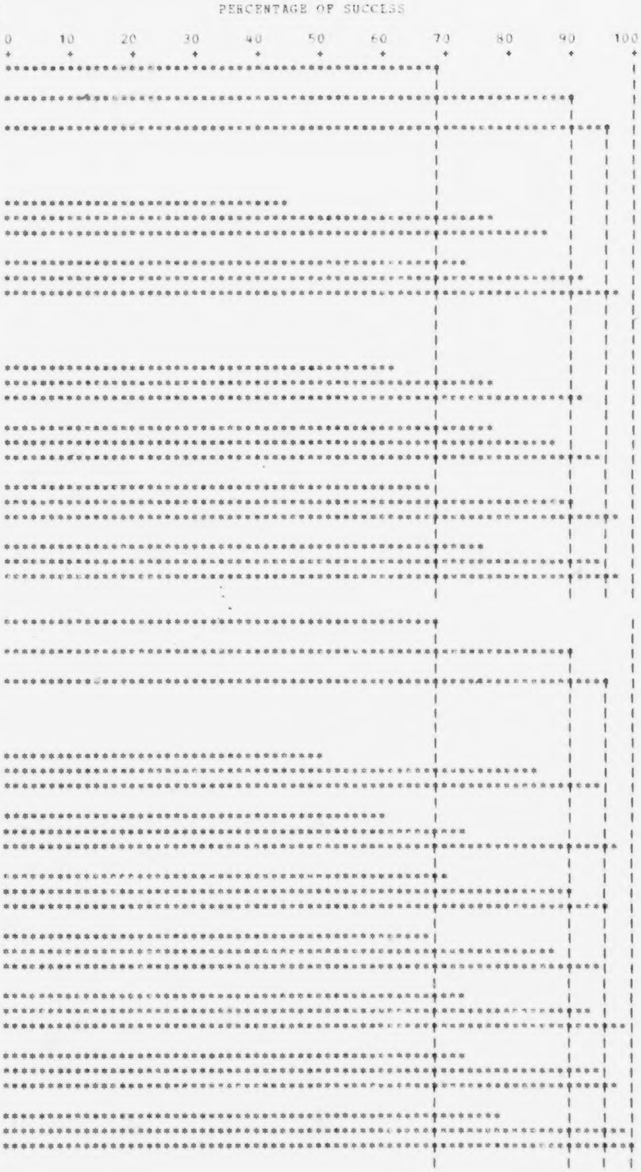
		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	9	68.8		
	NATIONAL	13	89.3	9-->13	20.5
	NATIONAL	17	96.1	13-->17	6.8
				9-->17	27.3
REGION	Southeast	9	60.5		
		13	84.7	9-->13	24.2
		17	91.4	13-->17	6.7
				9-->17	30.9
	West	9	68.2		
		13	90.1	9-->13	21.9
		17	97.5	13-->17	7.3
				9-->17	29.2
	Central	9	72.3		
		13	89.1	9-->13	16.8
		17	96.3	13-->17	7.2
				9-->17	24.0
	Northeast	9	72.1		
		13	93.4	9-->13	21.3
		17	98.2	13-->17	4.8
				9-->17	26.1
SEX	Male	9	69.1		
		13	89.5	9-->13	20.4
		17	97.3	13-->17	7.8
				9-->17	28.3
	Female	9	68.6		
		13	89.2	9-->13	20.6
		17	94.9	13-->17	5.7
				9-->17	26.3



```
N02 11  3/1  04*X205011 R10000V0                    9 13 17
T12 01  3/1  04*X205011 R10000V0                    9 13 17
S06 01  3/1  04*X205011 R10000V0                    9 13 17
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	68.8		
NATIONAL	13	89.3	9-->13	20.5
NATIONAL	17	96.1	13-->17	6.8
			9-->17	27.3
COLOR				
Black	9	44.0		
	13	77.7	9-->13	33.7
	17	86.2	13-->17	8.5
			9-->17	42.1
White	9	72.6		
	13	91.5	9-->13	18.9
	17	97.4	13-->17	5.9
			9-->17	24.8
PARENTAL EDUCATION				
No High School	9	61.3		
	13	77.6	9-->13	16.3
	17	91.1	13-->17	13.4
			9-->17	29.8
Some High School	9	77.1		
	13	86.9	9-->13	9.8
	17	94.4	13-->17	7.5
			9-->17	17.3
Graduated High Sch.	9	67.4		
	13	90.1	9-->13	22.6
	17	96.7	13-->17	6.7
			9-->17	29.3
Post High School	9	75.7		
	13	94.2	9-->13	18.5
	17	97.6	13-->17	3.5
			9-->17	22.0
NATIONAL	9	68.8		
NATIONAL	13	89.3	9-->13	20.5
NATIONAL	17IS	96.3	13-->17	7.0
			9-->17	27.5
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	50.4		
	13	84.1	9-->13	33.7
	17IS	94.1	13-->17	10.0
			9-->17	43.7
Extreme Rural	9	60.6		
	13	73.3	9-->13	12.7
	17IS	96.6	13-->17	23.2
			9-->17	36.0
Small City	9	69.4		
	13	89.7	9-->13	20.3
	17IS	95.2	13-->17	5.5
			9-->17	25.8
Medium City	9	67.2		
	13	87.7	9-->13	20.5
	17IS	94.5	13-->17	6.8
			9-->17	27.3
Rest Of Big City	9	73.2		
	13	92.9	9-->13	19.6
	17IS	98.1	13-->17	5.3
			9-->17	24.9
Suburban Fringe	9	72.8		
	13	94.1	9-->13	21.3
	17IS	97.6	13-->17	3.5
			9-->17	24.8
Extreme Aff Suburb	9	79.0		
	13	98.2	9-->13	19.2
	17IS	99.7	13-->17	1.5
			9-->17	20.7



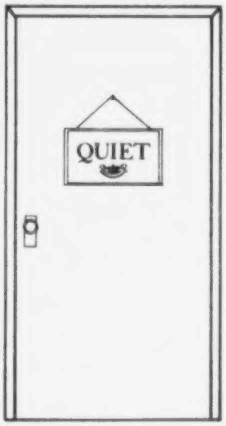
Exercise R205, Subtheme B

Exercise Administered at Ages 9, 13 and 17

In order to respond correctly to this exercise, a child would have had to know the meanings of pedestrians, motor vehicles and prohibited, and he would have to know that a bicyclist is one who rides a bicycle.

Exercise R206, Subtheme B

Exercise Administered at Ages 9 and 13



Look at the picture and fill in the oval beside the sentence which tells BEST what the drawing shows.

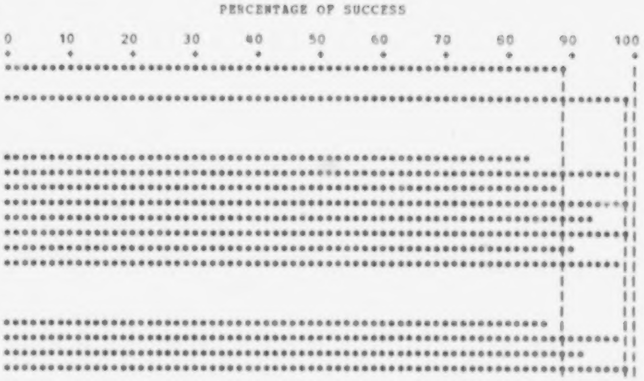
○ A sign is hanging by the door.
● A sign is hanging on the door.
○ A sign is hanging over the door.
○ A sign is hanging near the door.

○ I don't know.

```
N03 02  3/1  02*X206011 R10000V0                          9 13
T03 15  3/1  02*X206011 R10000V0                          9 13
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

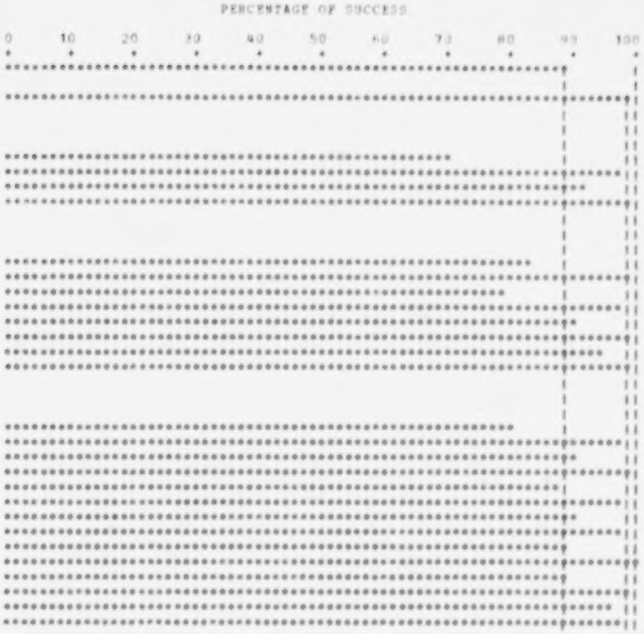
		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	9	88.8		
	NATIONAL	13	97.9	9-->13	9.1
REGION					
	Southeast	9	83.5		
		13	97.2	9-->13	13.7
	West	9	86.8		
		13	98.4	9-->13	11.6
	Central	9	93.0		
		13	98.3	9-->13	5.3
	Northeast	9	90.5		
		13	97.6	9-->13	7.2
SEX					
	Male	9	86.0		
		13	97.0	9-->13	10.9
	Female	9	91.5		
		13	98.9	9-->13	7.4



```
N03 02  3/1  02*K206011 810000V0                        9 13
T03 15  3/1  02*K206011 810000V0                        9 13
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	88.8		
NATIONAL	13	97.9	9-->13	9.1
COLOR				
Black	9	70.6		
	13	96.6	9-->13	26.0
White	9	91.3		
	13	98.1	9-->13	6.8
PARENTAL EDUCATION				
No High School	9	82.2		
	13	98.9	9-->13	16.7
Some High School	9	77.9		
	13	97.5	9-->13	19.6
Graduated High Sch.	9	89.5		
	13	98.9	9-->13	9.4
Post High School	9	94.5		
	13	97.9	9-->13	3.4
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	80.1		
	13	97.5	9-->13	17.3
Extreme Rural	9	89.3		
	13	97.9	9-->13	8.6
Small City	9	86.9		
	13	97.5	9-->13	10.5
Medium City	9	89.4		
	13	97.6	9-->13	8.2
Rest Of Big City	9	88.2		
	13	100.0	9-->13	11.8
Suburban Fringe	9	89.1		
	13	98.6	9-->13	9.5
Extreme Aff Suburb	9	96.0		
	13	97.8	9-->13	1.8



Exercise R206, Subtheme B

Exercise Administered at Ages 9 and 13

This exercise required two things of the children who took it. First, it required that they be able to determine where the sign was hanging relative to the door, and second, they had to translate their perceptions into the proper preposition, in this case, on.

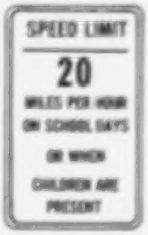
Exercise R20[illegible], Subtheme B

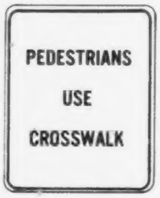
Exercise Administered at Ages 9 and 13

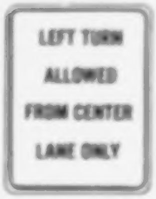
Some road signs tell people who are driving cars what to do.

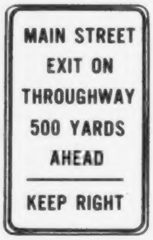
Other signs tell people who are walking what to do.

If you are walking, which sign tells you what to do? Fill in the oval beside the correct sign.

○ 
SPEED LIMIT
20
MILES PER HOUR
ON SCHOOL DAYS
OR WHEN
CHILDREN ARE
PRESENT

● 
PEDESTRIANS
USE
CROSSWALK

○ 
LEFT TURN
ALLOWED
FROM CENTER
LANE ONLY

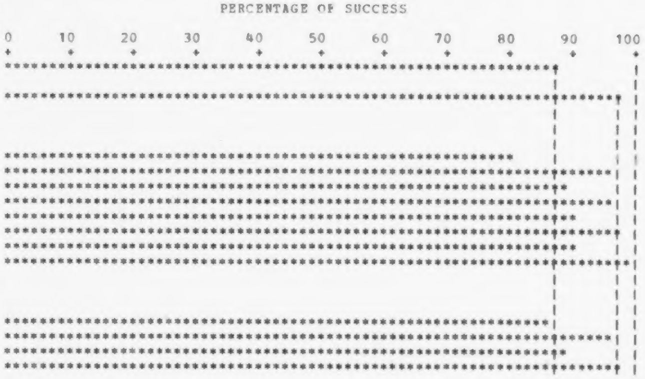
○ 
MAIN STREET
EXIT ON
THROUGHWAY
500 YARDS
AHEAD
KEEP RIGHT

○ I don't know

```
[illegible] R10000V0                                   9 13
[illegible] R10000V0                                   9 13
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

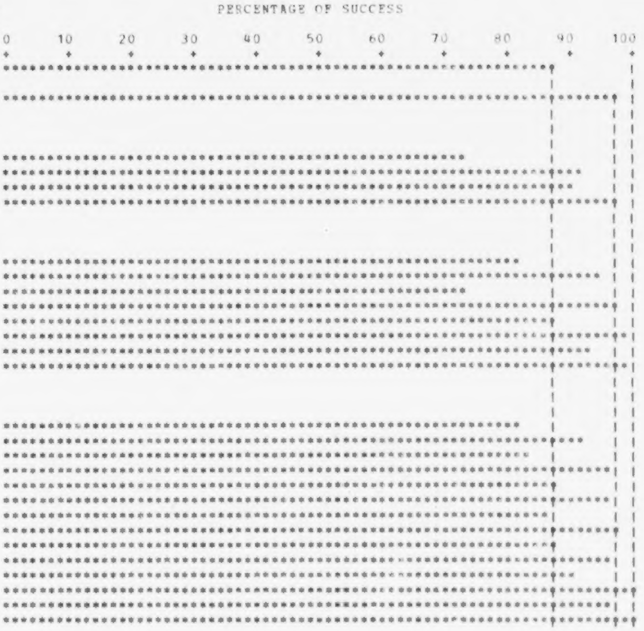
		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	9	87.3		
	NATIONAL	13	96.9	9-->13	9.6
REGION					
	Southeast	9	80.2		
		13	95.2	9-->13	15.1
	West	9	88.7		
		13	96.2	9-->13	7.5
	Central	9	90.0		
		13	97.7	9-->13	7.7
	Northeast	9	89.5		
		13	98.5	9-->13	9.0
SEX					
	Male	9	86.0		
		13	96.4	9-->13	10.4
	Female	9	88.6		
		13	97.5	9-->13	8.9



N04 06 3/1 03*X208011 R10000V0 9 13
T08 05 3/1 03*X208011 R10000V0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	87.3		
NATIONAL	13	96.9	9-->13	9.6
COLOR				
Black	9	73.3		
	13	91.0	9-->13	17.6
White	9	89.8		
	13	97.7	9-->13	8.0
PARENTAL EDUCATION				
No High School	9	81.2		
	13	94.0	9-->13	12.8
Some High School	9	73.0		
	13	97.0	9-->13	24.0
Graduated High Sch.	9	86.7		
	13	97.9	9-->13	11.1
Post High School	9	93.4		
	13	98.5	9-->13	5.0
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	81.0		
	13	91.6	9-->13	10.6
Extreme Rural	9	83.1		
	13	95.9	9-->13	12.8
Small City	9	87.4		
	13	96.2	9-->13	8.8
Medium City	9	85.0		
	13	96.6	9-->13	11.5
Rest Of Big City	9	86.5		
	13	95.7	9-->13	9.2
Suburban Fringe	9	90.3		
	13	99.4	9-->13	9.1
Extreme Aff Suburb	9	95.7		
	13	99.4	9-->13	3.7



Exercise R208, Subtheme B

Exercise Administered at Ages 9 and 13

This exercise required children to be able to determine that only the upper right hand sign pertained to a person who was walking. There were two ways a child could choose the correct sign: he could know the meaning of the word pedestrians (since only one sign referred to walkers), or he could eliminate the other three signs by figuring out that they all pertained to cars.

Exercise R209, Subtheme B

Exercise Administered at Ages 9 and 13

Look at the labels from two cans of dog food. One can has more protein in it than the other. Fill in the oval below the dog food that contains more protein.

Ash	3%
Crude fiber	17%
Crude protein	65%
Crude fat	11%
Moisture	4%
Vitamin E	trace

PREMIUM DOG FOOD

A Beef Product

●

Ash	2%
Crude fiber	45%
Crude protein	20%
Crude fat	30%
Moisture	3%
Vitamin E	trace

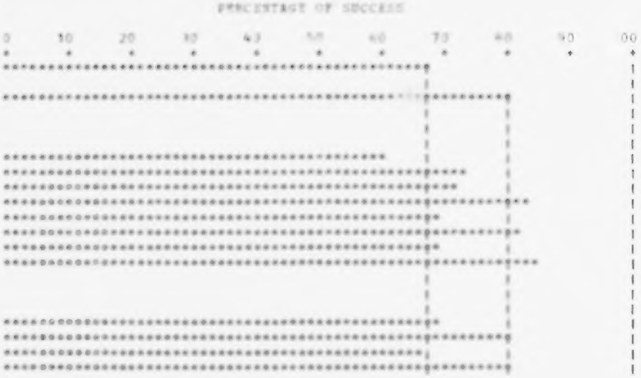
HEARTY DOG FOOD

A Balanced Meal

○

○ I don't know.

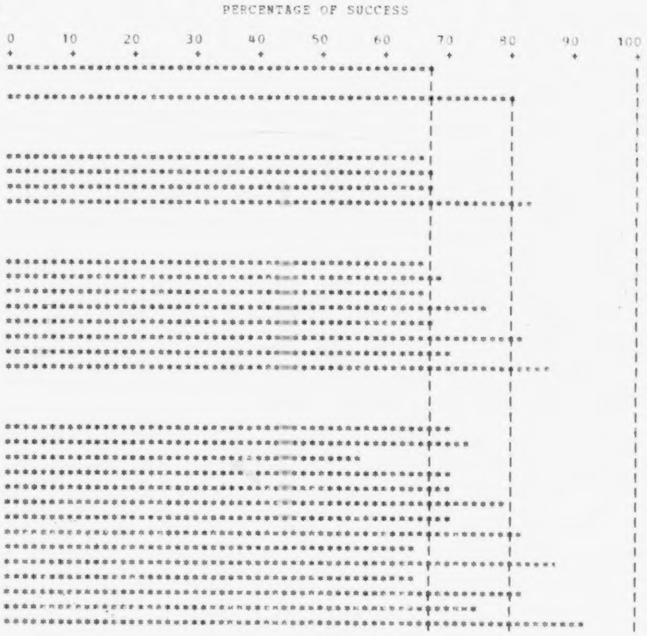
```
N04 10  3/1  01*E209013 B00300W0                    9 13
T12 05  3/1  01*E209013 N00300W3                    9 13

                          NATIONAL AND GROUP PERCENTAGES OF SUCCESS

                   AGE    PERCENTAGE       PERCENTAGE
                  LEVEL   OF SUCCESS       DIFFERENCE

         NATIONAL    9       67.4

         NATIONAL   13       80.5      9-->13  13.0


REGION
        Southeast    9       60.6
                    13       72.6      9-->13  11.9
             West    9       71.6
                    13       82.1      9-->13  10.6
          Central    9       68.1
                    13       81.8      9-->13  13.7
        Northeast    9       69.1
                    13       84.6      9-->13  15.6


SEX
             Male    9       69.1
                    13       80.2      9-->13  11.1
           Female    9       65.8
                    13       80.7      9-->13  14.9
```



```
N04 10  3/1  01*X209013 R00300V0                   9 13
T12 05  3/1  01*X209013 R00300V0                   9 13
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	67.4		
NATIONAL	13	80.5	9-->13	13.0
COLOR				
Black	9	65.2		
	13	66.4	9-->13	1.3
White	9	67.6		
	13	82.7	9-->13	15.1
PARENTAL EDUCATION				
No High School	9	65.0		
	13	68.9	9-->13	3.8
Some High School	9	65.9		
	13	75.1	9-->13	9.2
Graduated High Sch.	9	67.5		
	13	80.8	9-->13	13.3
Post High School	9	69.6		
	13	85.0	9-->13	15.4
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	70.5		
	13	73.4	9-->13	2.9
Extreme Rural	9	56.3		
	13	70.3	9-->13	14.0
Small City	9	69.6		
	13	79.2	9-->13	9.6
Medium City	9	69.5		
	13	81.8	9-->13	12.3
Rest Of Big City	9	63.8		
	13	86.7	9-->13	22.8
Suburban Fringe	9	64.5		
	13	81.2	9-->13	16.7
Extreme Aff Suburb	9	74.9		
	13	91.4	9-->13	16.5



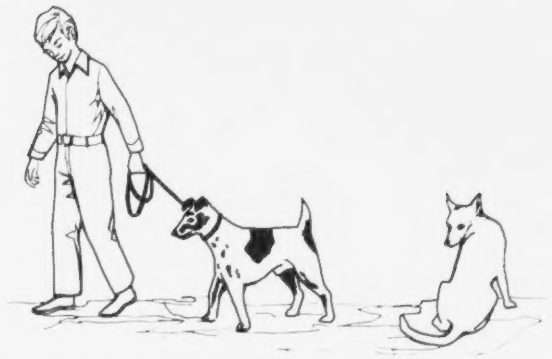
Exercise R209, Subtheme B

Exercise Administered at Ages 9 and 13

In order to respond correctly to this exercise, a child had to know that 65 was greater than 20, *and* he had to assume that the HEARTY can was not more than 3 1/4 times larger than the PREMIUM can.

Exercise R210, Subtheme A

Exercise Administered at Ages 9 and 13



Look at the picture and fill in the oval beside the sentence which tells BEST what the drawing shows.

○ The boy has two dogs on a leash.

○ The boy is walking behind his dog.

● The dog on the leash has spots on it.

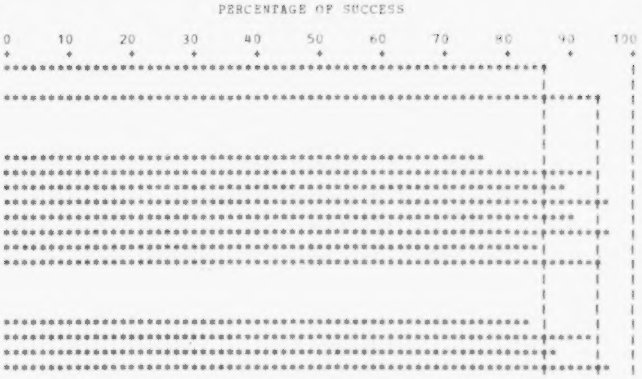
○ The dog sitting down has spots on it.

○ I don't know.

```
N05 06  3/1  03*X210011 R10000V0                    9 13
T06 04  3/1  03*X210011 R10000V0                    9 13
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

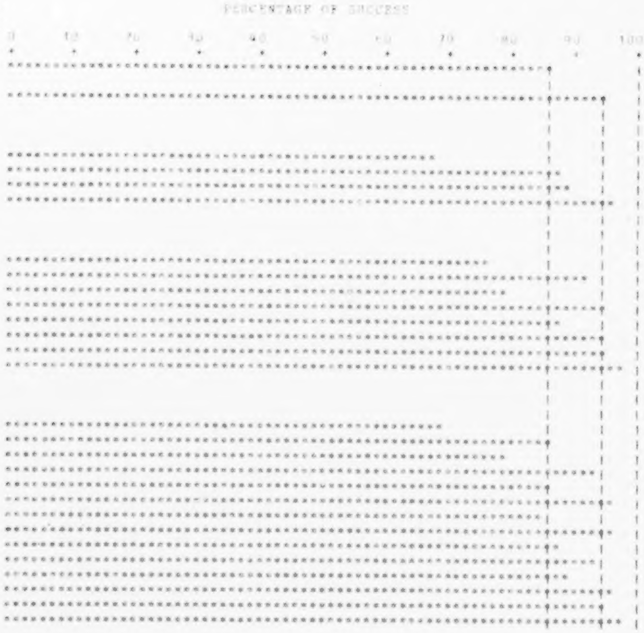
		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	9	85.3		
	NATIONAL	13	94.5	9-->13	9.3
REGION					
	Southeast	9	76.3		
		13	92.8	9-->13	16.5
	West	9	88.3		
		13	95.2	9-->13	6.9
	Central	9	90.2		
		13	95.8	9-->13	5.7
	Northeast	9	84.9		
		13	94.2	9-->13	9.3
SEX					
	Male	9	83.4		
		13	93.3	9-->13	10.0
	Female	9	87.2		
		13	95.8	9-->13	8.6



[illegible] 9 13
[illegible] 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	85.1		
NATIONAL	13	94.5	9-->13	9.3
RACE				
Black	9	66.4		
	13	86.6	9-->13	20.2
White	9	88.7		
	13	96.1	9-->13	7.4
PARENTAL EDUCATION				
No High School	9	75.9		
	13	91.4	9-->13	15.5
Some High School	9	78.9		
	13	94.6	9-->13	15.7
Graduated High Sch.	9	87.1		
	13	95.0	9-->13	7.9
Post High School	9	94.0		
	13	96.7	9-->13	2.7
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	68.4		
	13	85.9	9-->13	17.5
Extreme Rural	9	79.1		
	13	92.3	9-->13	13.2
Small City	9	86.2		
	13	95.1	9-->13	8.9
Medium City	9	84.3		
	13	95.5	9-->13	11.2
Rest Of Big City	9	86.7		
	13	92.3	9-->13	5.6
Suburban Fringe	9	88.0		
	13	95.3	9-->13	7.3
Extreme Aff Suburb	9	94.1		
	13	97.0	9-->13	2.9



Exercise R210, Subtheme A

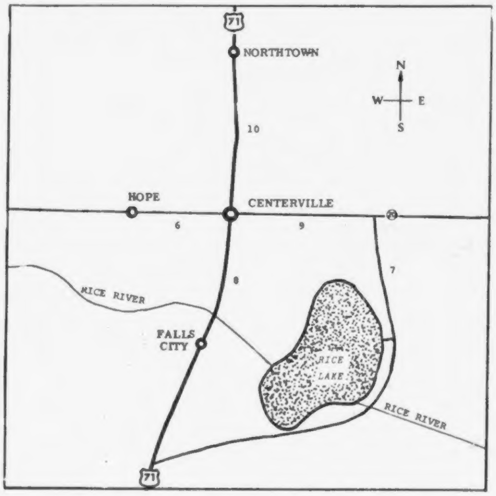
Exercise Administered at Ages 9 and 13

This exercise required 9- and 13-year-olds to evaluate four different descriptions of a picture and decide which description was most accurate. The instructions to the child imply that there is no correct response, but only a best one. This may mean that even though half of the sitting dog is hidden, and the hidden part may be laden with spots, the third alternative is preferred because it is more readily verifiable.

Exercise R214, Subtheme C

Exercise Administered at Ages 9, 13 and 17

Look at the road map and read each sentence carefully. If what the sentence says is true, fill in the oval beside "True." If what the sentence says is not true, fill in the oval beside "False." If you can't decide if the sentence is true or false, fill in the oval beside "I don't know."



A. By car Northtown is closer to Rice Lake than to Hope.

○ True

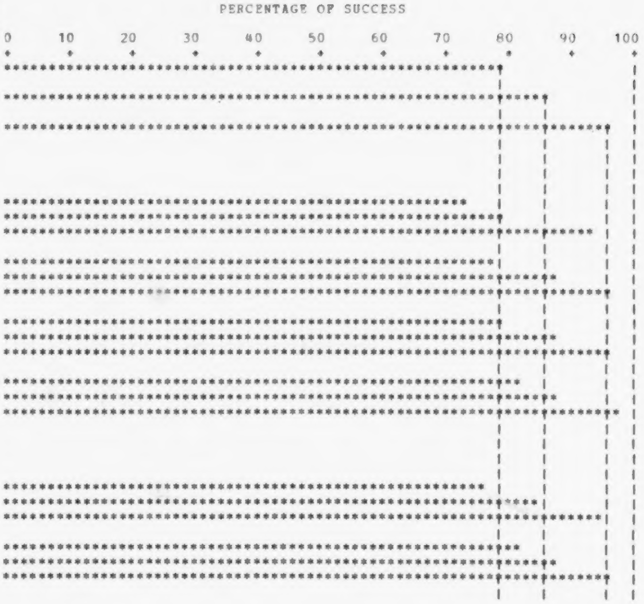
● False

○ I don't know.

```
N08 06  3/1  02*X214013 R00300V0                          9 13 17
T10 03  3/1  02*X214013 R00300V0                          9 13 17
S06 06  3/1  02*X214013 R00300V0                          9 13 17
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

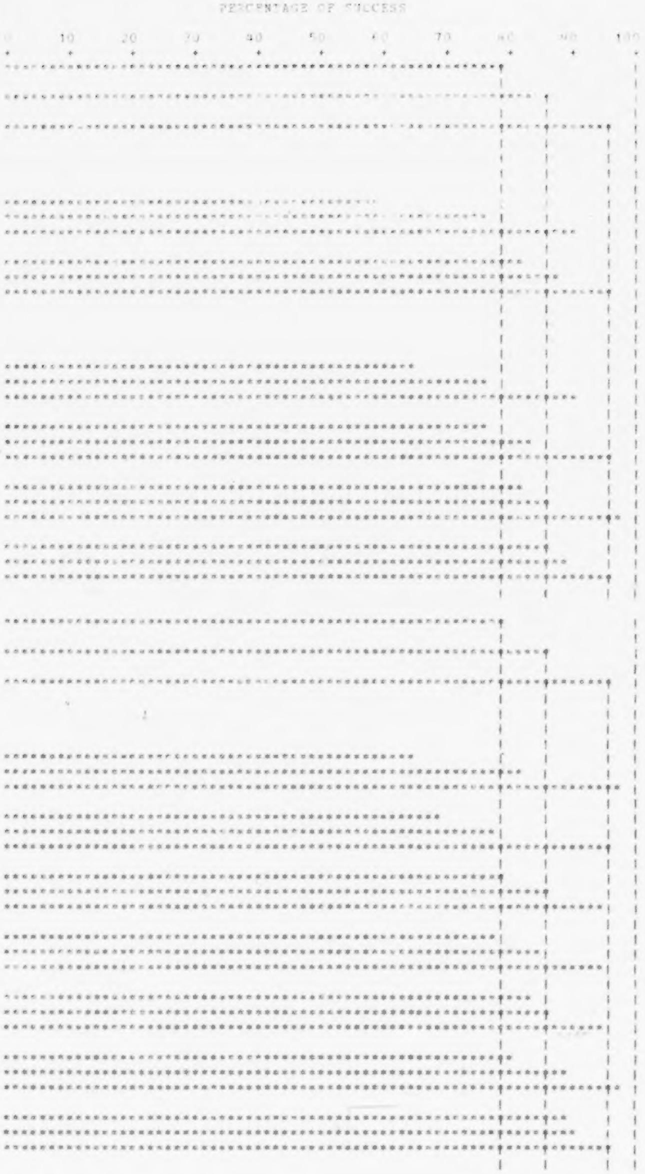
		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	9	78.5		
	NATIONAL	13	85.1	9-->13	6.6
	NATIONAL	17	95.3	13-->17	10.2
				9-->17	16.8
REGION	Southeast	9	73.3		
		13	78.1	9-->13	4.8
		17	93.3	13-->17	15.2
				9-->17	20.0
	West	9	77.7		
		13	87.1	9-->13	9.4
		17	95.4	13-->17	8.3
				9-->17	17.7
	Central	9	79.2		
		13	87.4	9-->13	8.2
		17	95.3	13-->17	8.0
				9-->17	16.2
	Northeast	9	81.9		
		13	87.4	9-->13	5.6
		17	96.7	13-->17	9.2
				9-->17	14.8
SEX	Male	9	76.1		
		13	83.6	9-->13	7.6
		17	94.9	13-->17	11.2
				9-->17	18.8
	Female	9	80.9		
		13	86.4	9-->13	5.5
		17	95.8	13-->17	9.3
				9-->17	14.8



808 06 3/1 02*X214013 90330090   9 13 17
810 50 3/1 02*X214013 90330090   9 13 17
806 06 3/1 02*X214013 90330090   9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	78.5		
NATIONAL	13	85.1	9-->13	6.6
NATIONAL	17	95.3	13-->17	10.2
			9-->17	16.8
RACE				
Black	9	60.7		
	13	75.6	9-->13	14.9
	17	90.4	13-->17	14.9
			9-->17	29.7
White	9	81.4		
	13	87.2	9-->13	5.7
	17	96.0	13-->17	8.8
			9-->17	14.6
PARENTAL EDUCATION				
No High School	9	64.1		
	13	75.5	9-->13	11.4
	17	90.2	13-->17	14.7
			9-->17	26.1
Some High School	9	75.1		
	13	83.5	9-->13	8.3
	17	95.4	13-->17	11.9
			9-->17	20.2
Graduated High Sch.	9	81.9		
	13	86.2	9-->13	4.2
	17	96.6	13-->17	10.4
			9-->17	14.6
Post High School	9	85.6		
	13	88.6	9-->13	3.0
	17	96.3	13-->17	7.7
			9-->17	10.7
NATIONAL	9	78.5		
NATIONAL	13	85.1	9-->13	6.6
NATIONAL	17IS	95.3	13-->17	10.3
			9-->17	16.9
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	63.6		
	13	81.6	9-->13	18.0
	17IS	96.8	13-->17	15.2
			9-->17	33.2
Extreme Rural	9	69.0		
	13	76.8	9-->13	7.8
	17IS	95.8	13-->17	19.0
			9-->17	26.7
Small City	9	78.6		
	13	85.7	9-->13	7.1
	17IS	94.6	13-->17	8.9
			9-->17	15.9
Medium City	9	76.6		
	13	84.4	9-->13	7.8
	17IS	94.9	13-->17	10.6
			9-->17	18.4
Rest Of Big City	9	82.5		
	13	86.0	9-->13	3.5
	17IS	93.7	13-->17	7.7
			9-->17	11.2
Suburban Fringe	9	80.0		
	13	88.5	9-->13	8.5
	17IS	96.6	13-->17	8.1
			9-->17	16.6
Extreme Aff Suburb	9	88.8		
	13	90.1	9-->13	1.3
	17IS	96.0	13-->17	5.9
			9-->17	7.2



B. You can drive all the way from Northtown to Falls City on Highway 71.

● True

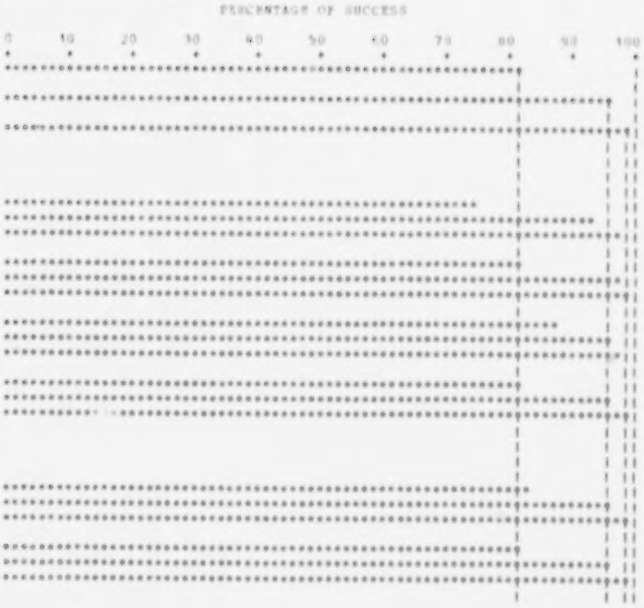
○ False

○ I don't know.

```
N08 06  4/1  01*X214023 90030090                    9 13 17
T10 03  4/1  01*X214023 90030090                    9 13 17
S06 06  4/1  01*X214023 90030090                    9 13 17
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	9	81.9		
	NATIONAL	13	95.2	9-->13	13.3
	NATIONAL	17	98.2	13-->17	3.0
				9-->17	16.3
REGION					
	Southeast	9	74.8		
		13	92.6	9-->13	17.8
		17	97.8	13-->17	5.3
				9-->17	23.0
	West	9	81.8		
		13	96.5	9-->13	14.7
		17	98.3	13-->17	1.8
				9-->17	16.5
	Central	9	86.8		
		13	95.8	9-->13	9.0
		17	97.7	13-->17	1.9
				9-->17	10.9
	Northeast	9	82.0		
		13	95.8	9-->13	13.7
		17	98.9	13-->17	3.1
				9-->17	16.8
SEX					
	Male	9	82.2		
		13	95.3	9-->13	13.0
		17	97.9	13-->17	2.6
				9-->17	15.7
	Female	9	81.6		
		13	95.1	9-->13	13.5
		17	98.5	13-->17	3.4
				9-->17	16.9



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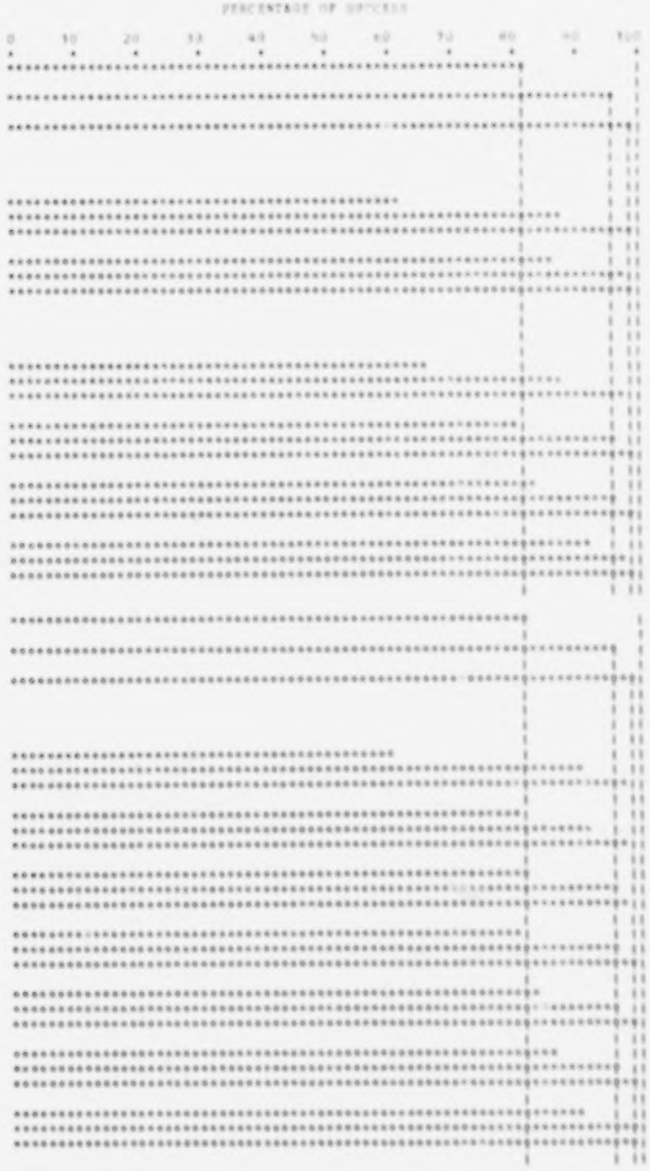
N08 06  4/1  01*X214023 R0010030          9 13 17
210 03  4/1  01*X214023 R0010040          9 13 17
106 06  4/1  01*X214023 R0010030          9 13 17
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	81.9		
NATIONAL	13	95.2	9-->13	13.3
NATIONAL	17	98.2	13-->17	3.0
			9-->17	16.3
COLOR				
Black	9	60.8		
	13	86.4	9-->13	25.6
	17	97.9	13-->17	11.5
			9-->17	37.1
White	9	85.1		
	13	97.1	9-->13	12.0
	17	98.4	13-->17	1.3
			9-->17	13.3
PARENTAL EDUCATION				
No High School	9	65.6		
	13	87.7	9-->13	22.1
	17	97.6	13-->17	9.9
			9-->17	32.0
Some High School	9	79.3		
	13	96.0	9-->13	16.7
	17	98.1	13-->17	2.1
			9-->17	18.8
Graduated High Sch.	9	82.2		
	13	95.5	9-->13	13.3
	17	98.4	13-->17	2.9
			9-->17	16.2
Post High School	9	91.3		
	13	97.3	9-->13	6.0
	17	98.4	13-->17	1.1
			9-->17	7.1
NATIONAL	9	81.9		
NATIONAL	13	95.2	9-->13	13.3
NATIONAL	17IS	98.2	13-->17	3.1
			9-->17	16.3
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	59.5		
	13	89.3	9-->13	29.8
	17IS	97.2	13-->17	7.9
			9-->17	37.7
Extreme Rural	9	79.7		
	13	91.4	9-->13	11.6
	17IS	97.2	13-->17	5.9
			9-->17	17.5
Small City	9	81.9		
	13	96.1	9-->13	14.2
	17IS	97.7	13-->17	1.6
			9-->17	15.9
Medium City	9	80.3		
	13	96.0	9-->13	15.7
	17IS	98.5	13-->17	2.4
			9-->17	18.1
Rest Of Big City	9	83.3		
	13	95.6	9-->13	12.3
	17IS	98.1	13-->17	2.6
			9-->17	14.8
Suburban Fringe	9	86.4		
	13	95.9	9-->13	9.5
	17IS	99.3	13-->17	3.4
			9-->17	12.9
Extreme Aff Suburb	9	90.2		
	13	98.7	9-->13	8.5
	17IS	99.0	13-->17	0.2
			9-->17	8.8



2. Hope is the town closest to Centerville.

● True

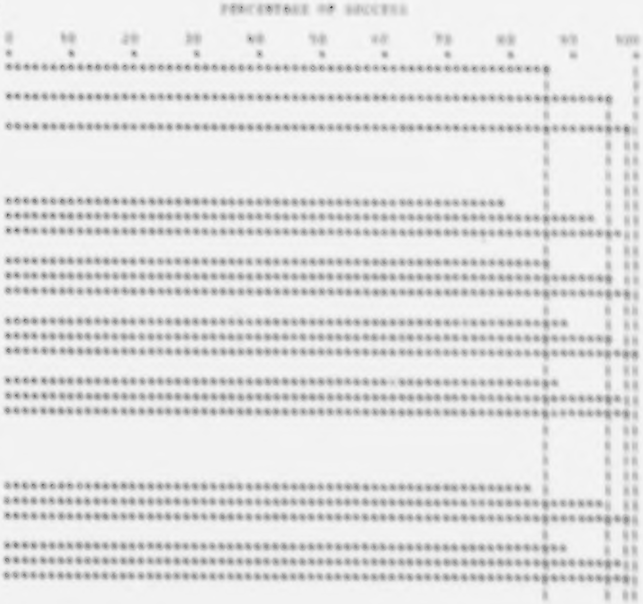
○ False

○ I don't know.

```
R38 06  5/9  0140216031 B0030280                          9 13 17
T30 03  5/1  0140216031 B0032280                          9 13 17
S06 06  5/9  0140216033 B0030083                          9 13 17
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

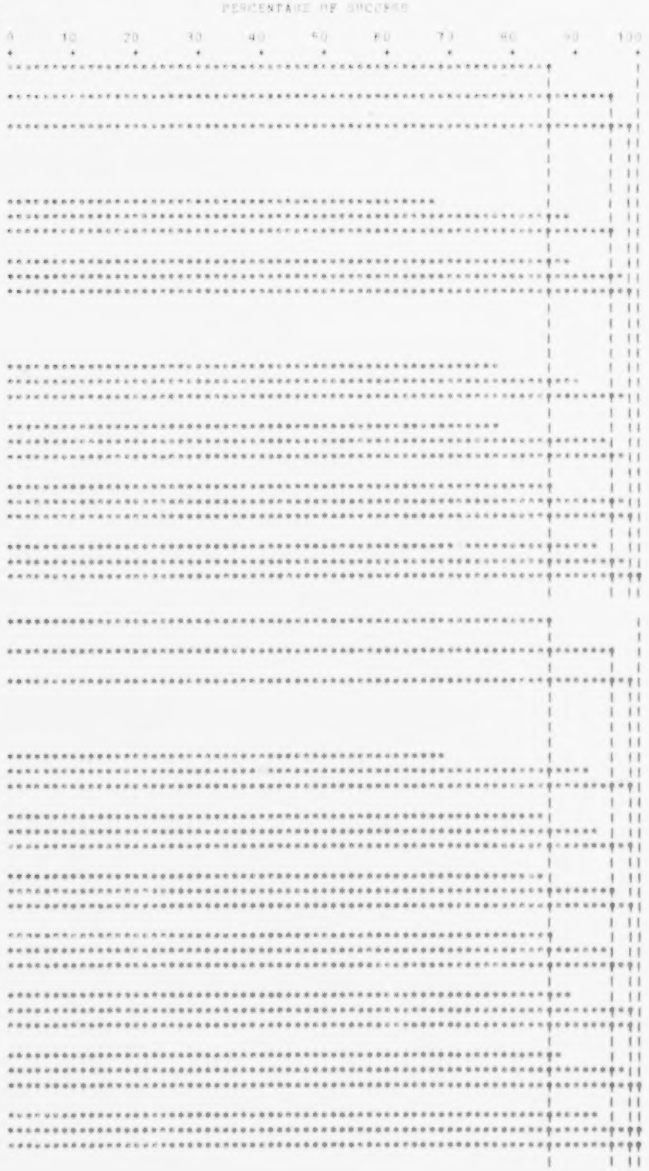
		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	9	85.4		
	NATIONAL	13	95.6	9-->13	10.2
	NATIONAL	17	98.5	13-->17	2.9
				9-->17	13.1
REGION	Southeast	9	79.2		
		13	93.4	9-->13	14.2
		17	97.2	13-->17	3.7
				9-->17	17.9
	West	9	85.5		
		13	95.9	9-->13	10.4
		17	98.6	13-->17	2.7
				9-->17	13.1
	Central	9	88.6		
		13	96.6	9-->13	8.0
		17	99.8	13-->17	3.2
				9-->17	11.2
	Northeast	9	86.7		
		13	96.6	9-->13	9.9
		17	98.2	13-->17	1.6
				9-->17	11.5
SEX	Male	9	82.9		
		13	94.3	9-->13	11.3
		17	98.3	13-->17	4.0
				9-->17	15.4
	Female	9	87.9		
		13	96.9	9-->13	9.0
		17	98.7	13-->17	1.8
				9-->17	10.8



[illegible] 9 13 17
[illegible] 9 13 17
[illegible] 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	85.4		
NATIONAL	13	95.6	9-->13	10.2
NATIONAL	17	98.5	13-->17	2.9
			9-->17	13.1
RACE				
Black	9	67.6		
	13	88.0	9-->13	20.4
	17	96.3	13-->17	8.3
			9-->17	28.7
White	9	88.0		
	13	97.2	9-->13	9.1
	17	98.8	13-->17	1.6
			9-->17	10.7
PARENTAL EDUCATION				
No High School	9	77.5		
	13	90.1	9-->13	12.6
	17	96.8	13-->17	6.7
			9-->17	19.3
Some High School	9	76.9		
	13	94.9	9-->13	18.0
	17	97.6	13-->17	2.6
			9-->17	20.7
Graduated High Sch.	9	85.9		
	13	96.5	9-->13	10.6
	17	98.1	13-->17	1.6
			9-->17	12.2
Post High School	9	93.2		
	13	97.4	9-->13	4.2
	17	99.7	13-->17	2.3
			9-->17	6.5
NATIONAL	9	85.4		
NATIONAL	13	95.6	9-->13	10.2
NATIONAL	17IS	98.6	13-->17	2.9
			9-->17	13.1
SIZE AND TYPE OF COMMUNITY				
Extreme Inner City	9	68.5		
	13	92.0	9-->13	23.5
	17IS	98.5	13-->17	6.5
			9-->17	30.0
Extreme Rural	9	83.9		
	13	92.6	9-->13	8.7
	17IS	98.4	13-->17	5.8
			9-->17	14.5
Small Place	9	83.8		
	13	96.4	9-->13	12.6
	17IS	98.2	13-->17	1.8
			9-->17	14.4
Medium City	9	85.7		
	13	93.8	9-->13	8.1
	17IS	97.9	13-->17	4.1
			9-->17	12.2
Main Big City	9	88.6		
	13	99.1	9-->13	10.5
	17IS	98.4	13-->17	-0.7
			9-->17	9.8
Suburban Fringe	9	86.6		
	13	96.7	9-->13	10.1
	17IS	99.3	13-->17	2.7
			9-->17	12.8
Extreme Aff Suburb	9	92.4		
	13	100.0	9-->13	7.6
	17IS	99.6	13-->17	-0.4
			9-->17	7.3



D. Centerville is farther west than Hope.

○ True

● False

○ I don't know.

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N08 06  6/1  02*X214043 R00300V0                              9 13 17
T10 03  6/1  02*X214043 R00300V0                              9 13 17
S06 06  6/1  02*X214043 R00300V0                              9 13 17
```
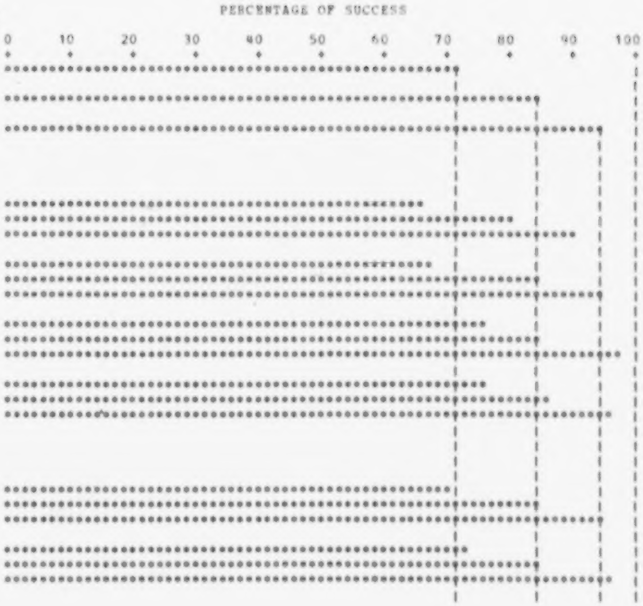

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	9	71.8		
	NATIONAL	13	83.8	9-->13	12.0
	NATIONAL	17	94.9	13-->17	11.1
				9-->17	23.1
REGION					
	Southeast	9	65.3		
		13	79.6	9-->13	14.3
		17	89.8	13-->17	10.2
				9-->17	24.5
	West	9	67.1		
		13	84.5	9-->13	17.5
		17	94.3	13-->17	9.8
				9-->17	27.3
	Central	9	76.2		
		13	84.7	9-->13	8.6
		17	97.5	13-->17	12.8
				9-->17	21.4
	Northeast	9	5.1		
		13	6.1	9-->13	10.9
		17	96.2	13-->17	10.1
				9-->17	21.0
SEX					
	Male	9	70.6		
		13	83.8	9-->13	13.2
		17	94.8	13-->17	11.0
				9-->17	24.2
	Female	9	73.0		
		13	83.7	9-->13	10.7
		17	95.0	13-->17	11.3
				9-->17	22.0



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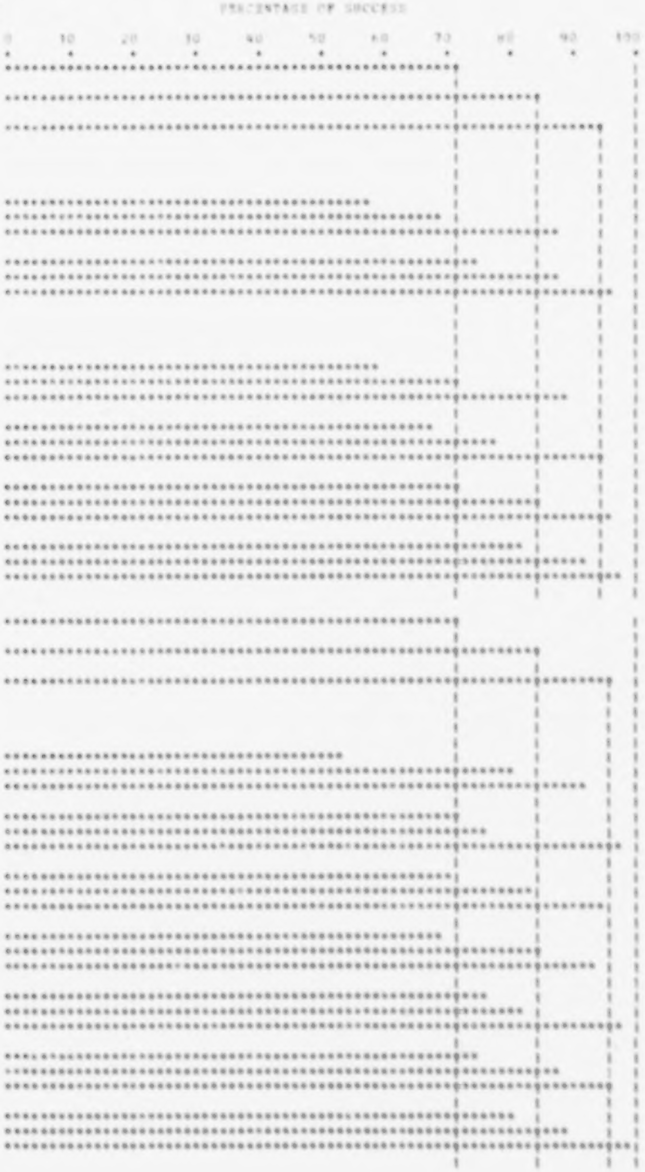
404 06  6/1  02*X214043 800J0070                     9 11 17
719 03  6/1  02*X214043 900J0070                     9 11 17
506 06  6/1  02*X214043 800J0070                     9 11 17
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE
NATIONAL	9	71.8	
NATIONAL	11	83.8	9-->11 12.0
NATIONAL	17	94.9	11-->17 11.1 9-->17 23.1
COLOR			
Black	9	56.7	
	11	68.8	9-->11 12.1
	17	87.2	11-->17 18.4 9-->17 30.5
White	9	74.2	
	11	86.8	9-->11 12.6
	17	95.9	11-->17 9.1 9-->17 21.7
PARENTAL EDUCATION			
No High School	9	58.3	
	11	71.1	9-->11 12.8
	17	88.9	11-->17 17.8 9-->17 30.6
Some High School	9	67.1	
	11	77.0	9-->11 9.9
	17	94.0	11-->17 17.0 9-->17 26.9
Graduated High Sch.	9	70.8	
	11	84.4	9-->11 13.6
	17	95.5	11-->17 11.1 9-->17 24.7
Post High School	9	81.1	
	11	90.8	9-->11 9.7
	17	97.0	11-->17 6.2 9-->17 15.9
NATIONAL	9	71.8	
NATIONAL	11	83.8	9-->11 12.0
NATIONAL	17IS	95.1	11-->17 11.3 9-->17 23.3
SIZE-AND-TYPE OF COMMUNITY			
Extreme Inner City	9	52.4	
	11	80.1	9-->11 27.7
	17IS	91.1	11-->17 11.0 9-->17 38.7
Extreme Rural	9	71.0	
	11	76.1	9-->11 5.1
	17IS	96.7	11-->17 20.6 9-->17 25.7
Small City	9	70.6	
	11	83.4	9-->11 12.8
	17IS	93.9	11-->17 10.5 9-->17 23.3
Medium City	9	69.1	
	11	84.7	9-->11 15.7
	17IS	93.3	11-->17 8.6 9-->17 24.2
Rest Of Big City	9	75.6	
	11	81.7	9-->11 6.0
	17IS	97.2	11-->17 15.6 9-->17 21.6
Suburban Fringe	9	74.7	
	11	87.5	9-->11 12.8
	17IS	95.9	11-->17 8.4 9-->17 21.2
Extreme Aff Suburb	9	80.7	
	11	88.6	9-->11 7.9
	17IS	98.7	11-->17 10.1 9-->17 18.0



E. Highway 27 runs on the south side of Rice River.

○ True

● False

○ I don't know.

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N08 06  7/1  02*E214051 R0330280                    9 13 17
T10 03  7/1  02*E214051 R0330290                    9 13 17
S06 06  7/1  02*E214053 R0330090                    9 13 17

                         NATIONAL AND GROUP PERCENTAGES OF SUCCESS

                    AGE   PERCENTAGE      PERCENTAGE
                   LEVEL  OF SUCCESS      DIFFERENCE

          NATIONAL   9       52.3

          NATIONAL  13       71.0     9-->13  18.7

          NATIONAL  17       85.5    13-->17  14.5
                                      9-->17  33.2


REGION
         Southeast   9       48.3
                    13       62.6     9-->13  14.3
                    17       77.7    13-->17  15.1
                                      9-->17  29.4
              West   9       45.5
                    13       73.0     9-->13  27.5
                    17       84.3    13-->17  11.3
                                      9-->17  38.8
           Central   9       55.8
                    13       74.9     9-->13  19.1
                    17       89.3    13-->17  14.4
                                      9-->17  33.5
         Northeast   9       56.2
                    13       73.0     9-->13  16.8
                    17       88.0    13-->17  15.0
                                      9-->17  31.8


SEX
              Male   9       53.1
                    13       71.8     9-->13  18.7
                    17       87.1    13-->17  15.3
                                      9-->17  34.0
            Female   9       51.5
                    13       70.2     9-->13  18.7
                    17       83.9    13-->17  13.6
                                      9-->17  32.4
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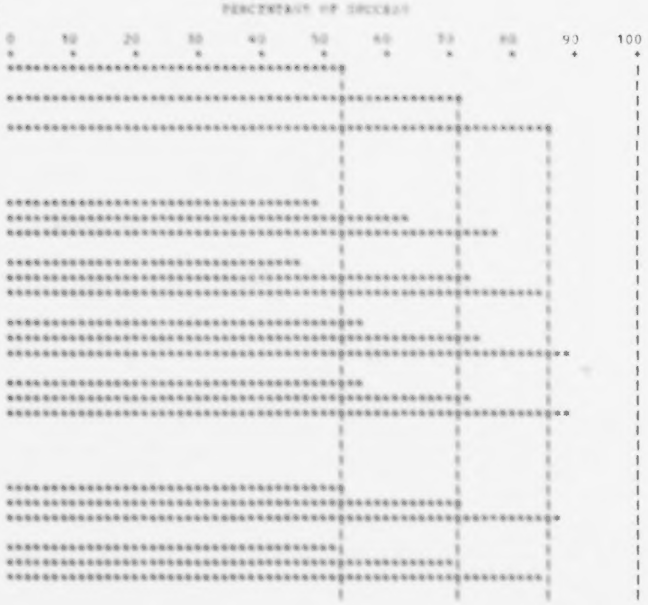

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T10 03  7/1  02*X214053 R00300V0                    9 13 17
S06 06  7/1  02*X214053 R00300V0                    9 13 17
```
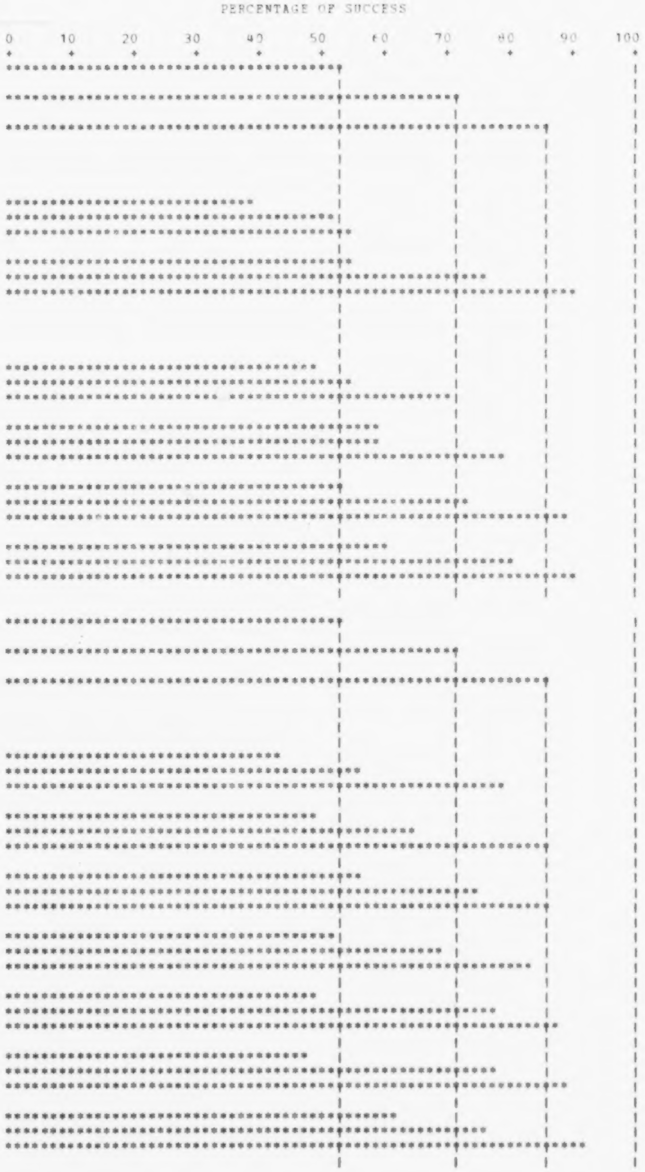

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	52.3		
NATIONAL	13	71.0	9-->13	18.7
NATIONAL	17	85.5	13-->17	14.5
			9-->17	33.2
COLOR				
Black	9	38.9		
	13	51.3	9-->13	12.4
	17	54.9	13-->17	3.6
			9-->17	16.0
White	9	54.5		
	13	75.0	9-->13	20.5
	17	89.5	13-->17	14.4
			9-->17	35.0
PARENTAL EDUCATION				
No High School	9	49.3		
	13	54.9	9-->13	5.6
	17	70.2	13-->17	15.3
			9-->17	20.9
Some High School	9	58.1		
	13	59.2	9-->13	1.0
	17	78.0	13-->17	18.8
			9-->17	19.9
Graduated High Sch.	9	52.7		
	13	72.8	9-->13	20.1
	17	88.3	13-->17	15.5
			9-->17	35.6
Post High School	9	59.7		
	13	79.5	9-->13	19.8
	17	90.6	13-->17	11.0
			9-->17	30.8
NATIONAL	9	52.3		
NATIONAL	13	71.0	9-->13	18.7
NATIONAL	17IS	85.9	13-->17	14.9
			9-->17	33.6
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	42.5		
	13	56.4	9-->13	13.9
	17IS	78.8	13-->17	22.4
			9-->17	36.3
Extreme Rural	9	49.3		
	13	64.9	9-->13	15.7
	17IS	86.2	13-->17	21.3
			9-->17	36.9
Small City	9	55.2		
	13	73.9	9-->13	18.7
	17IS	85.8	13-->17	12.0
			9-->17	30.7
Medium City	9	52.1		
	13	68.6	9-->13	16.5
	17IS	82.2	13-->17	13.6
			9-->17	30.1
Rest Of Big City	9	48.4		
	13	76.7	9-->13	28.4
	17IS	87.2	13-->17	10.4
			9-->17	38.8
Suburban Fringe	9	47.7		
	13	76.6	9-->13	28.9
	17IS	88.4	13-->17	11.8
			9-->17	40.7
Extreme Aff Suburb	9	61.0		
	13	76.2	9-->13	15.2
	17IS	91.8	13-->17	15.7
			9-->17	30.8



Exercise R214, Subtheme C

Exercise Administered at Ages 9, 13 and 17

The five parts of this question all asked children to answer questions using the map provided. The map reading skills involved included: translating distances on a map into distances between places, determining whether particular routes existed, reading relative distances and determining relative positions.

Exercise R219, Subtheme C

Exercise Administered at Ages 13, 17 and Adult

Read the passage and look at the chart, then complete the sentence below it.

> This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day.*

material deleted due
to copyright restrictions

Most fatal accidents occurred between

○ 1 a.m. and 2 a.m.
● 2 a.m. and 3 a.m.
○ 4 a.m. and 5 a.m.
○ 6 a.m. and 7 a.m.
○ 7 a.m. and 8 a.m.

○ I don't know.

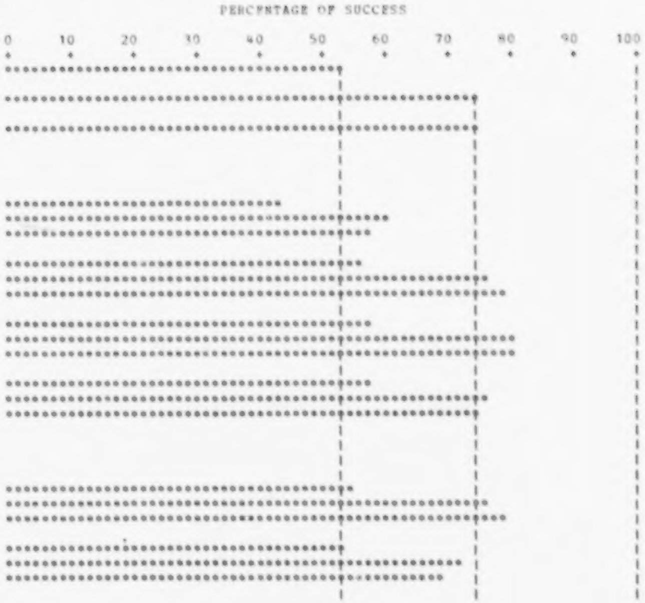
---

*Youth at the Wheel, Harold T. Glenn, reprinted by permission of Chas. A. Bennett Co., Inc.

```
T03 11  3/1  02*X219013 R00300V0                          13 17 A
S04 15  3/1  02*X219013 R00300V0                          13 17 A
A06 10  3/1  02*X219013 R00300V0                          13 17 A
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

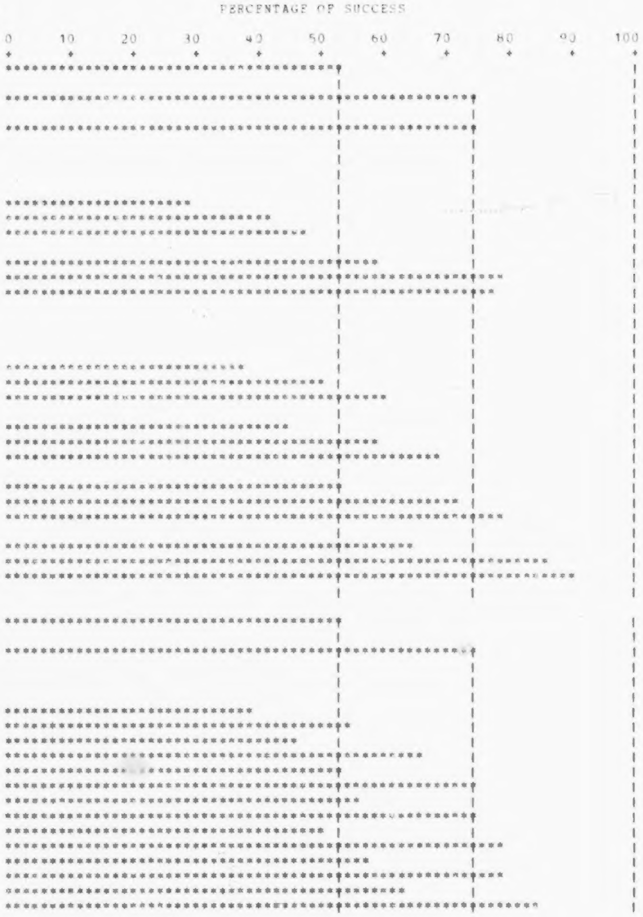
		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	13	53.5		
	NATIONAL	17	73.7	13-->17	20.2
	NATIONAL	Ad	73.6	17-->Ad	-0.1
				13-->Ad	20.2
REGION	Southeast	13	42.5		
		17	60.4	13-->17	17.8
		Ad	56.5	17-->Ad	-3.8
				13-->Ad	14.0
	West	13	56.0		
		17	75.0	13-->17	19.0
		Ad	78.3	17-->Ad	3.3
				13-->Ad	22.3
	Central	13	57.6		
		17	80.0	13-->17	22.4
		Ad	80.3	17-->Ad	0.4
				13-->Ad	22.8
	Northeast	13	56.6		
		17	75.9	13-->17	19.3
		Ad	74.1	17-->Ad	-1.8
				13-->Ad	17.5
SEX	Male	13	53.9		
		17	75.9	13-->17	22.0
		Ad	79.1	17-->Ad	3.2
				13-->Ad	25.2
	Female	13	53.0		
		17	71.3	13-->17	18.3
		Ad	68.3	17-->Ad	-3.0
				13-->Ad	15.4



T03 11 3/1 02*K219013 R00300V0   13 17 A
S04 15 3/1 02*K219013 R00300V0   13 17 A
A06 10 3/1 02*K219013 R00300V0   13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	13	53.5		
NATIONAL	17	73.7	13-->17	20.2
NATIONAL	Ad	73.6	17-->Ad	-0.1
			13-->Ad	20.2
COLOR				
Black	13	28.3		
	17	41.2	13-->17	12.9
	Ad	46.5	17-->Ad	5.3
			13-->Ad	18.3
White	13	58.4		
	17	78.0	13-->17	19.6
	Ad	77.0	17-->Ad	-1.0
			13-->Ad	18.6
PARENTAL EDUCATION				
No High School	13	37.5		
	17	49.9	13-->17	12.4
	Ad	60.5	17-->Ad	10.6
			13-->Ad	23.0
Some High School	13	44.0		
	17	59.2	13-->17	15.2
	Ad	69.0	17-->Ad	9.7
			13-->Ad	24.9
Graduated High Sch.	13	53.0		
	17	72.0	13-->17	19.0
	Ad	79.2	17-->Ad	7.2
			13-->Ad	26.2
Post High School	13	64.3		
	17	85.2	13-->17	20.9
	Ad	89.5	17-->Ad	4.3
			13-->Ad	25.2
NATIONAL	13	53.5		
NATIONAL	17IS	74.4	13-->17	20.9
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	38.5		
	17IS	54.3	13-->17	15.9
Extreme Rural	13	46.3		
	17IS	66.1	13-->17	19.8
Small City	13	53.5		
	17IS	73.6	13-->17	20.0
Medium City	13	55.4		
	17IS	73.6	13-->17	18.3
Rest Of Big City	13	49.7		
	17IS	78.6	13-->17	28.8
Suburban Fringe	13	56.8		
	17IS	78.7	13-->17	21.9
Extreme Aff Suburb	13	63.1		
	17IS	84.8	13-->17	21.8



Exercise R219, Subtheme C

Exercise Administered at Ages 13, 17 and Adult

Respondents were asked to find the modal group in this exercise.

Exercise R220, Subtheme C

Exercise Administered at Ages 13, 17 and Adult

Read the passage and look at the chart, then answer the question which follows it.

> This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day.*

material deleted due
to copyright
restrictions

All but one of the following factual conclusions can be reached from the data presented. Which statement goes beyond the data given in the chart?

○ Fewer fatal accidents occur during the day than at night.

○ Driving at a time when most people would be sleepy is dangerous.

● Eating a good lunch tends to keep drivers alert to driving hazards.

○ Traffic becomes heavier at the end of the working day than at the beginning.

○ Just because there are few vehicles on the road is no reason to relax one's safety precautions.

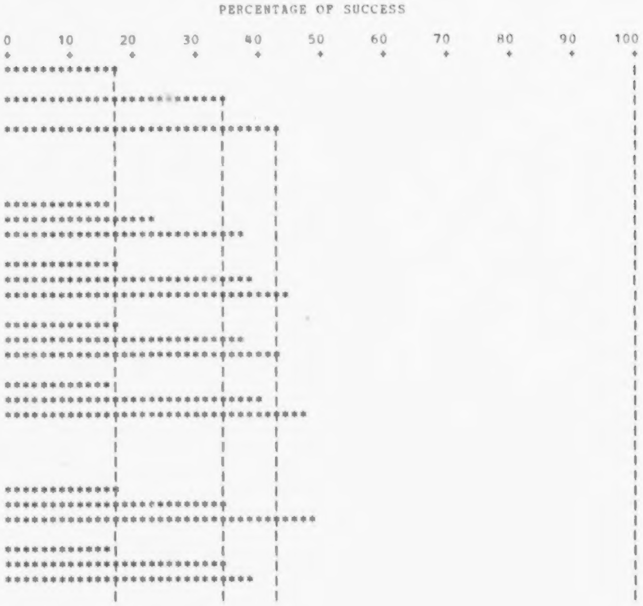
○ I don't know.

*<u>Youth at the Wheel</u>, Harold T. Glenn, reprinted by permission of Chas. A. Bennett Co., Inc.

```
T04 08  3/1  03*X220013 R00300V0                                13 17 A
S08 01  3/1  03*X220013 R00300V0                                13 17 A
A03 15  3/1  03*X220013 R00300V0                                13 17 A
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	13	16.7		
	NATIONAL	17	34.9	13-->17	18.3
	NATIONAL	Ad	43.2	17-->Ad	8.2
				13-->Ad	26.5
REGION	Southeast	13	16.3		
		17	22.2	13-->17	5.9
		Ad	36.6	17-->Ad	14.5
				13-->Ad	20.3
	West	13	17.0		
		17	37.9	13-->17	21.0
		Ad	44.1	17-->Ad	6.2
				13-->Ad	27.1
	Central	13	17.0		
		17	37.4	13-->17	20.3
		Ad	42.2	17-->Ad	4.8
				13-->Ad	25.1
	Northeast	13	16.3		
		17	40.6	13-->17	24.3
		Ad	47.4	17-->Ad	6.8
				13-->Ad	31.1
SEX	Male	13	17.2		
		17	35.0	13-->17	17.8
		Ad	48.4	17-->Ad	13.4
				13-->Ad	31.2
	Female	13	16.1		
		17	34.8	13-->17	18.7
		Ad	38.1	17-->Ad	3.3
				13-->Ad	22.0



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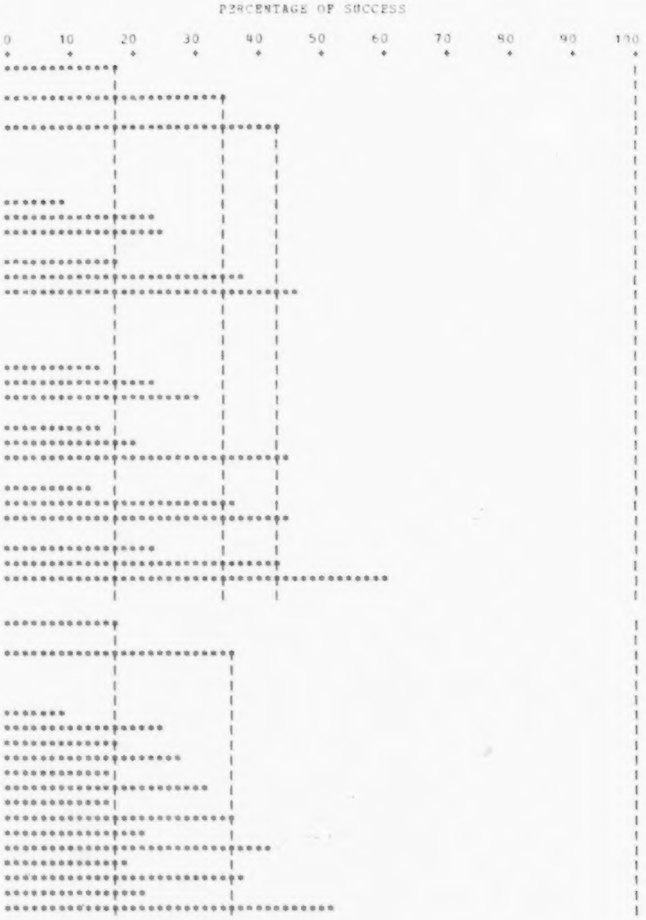
704 08  3/1  03*X220013 R00300V0                    13 17 A
508 01  3/1  03*X220013 R00300V0                    13 17 A
A03 15  3/1  03*X220013 R00300V0                    13 17 A
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE
NATIONAL	13	16.7	
NATIONAL	17	34.9	13-->17 18.3
NATIONAL	Ad	43.2	17-->Ad 8.2
			13-->Ad 26.5
COLOR			
Black	13	9.3	
	17	22.3	13-->17 13.1
	Ad	24.7	17-->Ad 2.4
			13-->Ad 15.5
White	13	17.8	
	17	37.0	13-->17 19.2
	Ad	45.6	17-->Ad 8.7
			13-->Ad 27.8
PARENTAL EDUCATION			
No High School	13	14.2	
	17	23.1	13-->17 8.9
	Ad	30.6	17-->Ad 7.5
			13-->Ad 16.4
Some High School	13	13.8	
	17	20.1	13-->17 6.3
	Ad	44.8	17-->Ad 24.7
			13-->Ad 31.0
Graduated High Sch.	13	13.1	
	17	36.0	13-->17 22.9
	Ad	43.8	17-->Ad 7.8
			13-->Ad 30.7
Post High School	13	22.5	
	17	43.1	13-->17 20.7
	Ad	60.1	17-->Ad 16.9
			13-->Ad 37.6
NATIONAL	13	16.7	
NATIONAL	17IS	35.4	13-->17 18.8
SIZE-AND-TYPE OF COMMUNITY			
Extreme Inner City	13	8.9	
	17IS	23.9	13-->17 15.0
Extreme Rural	13	16.5	
	17IS	27.4	13-->17 10.8
Small City	13	16.0	
	17IS	31.4	13-->17 15.4
Medium City	13	15.6	
	17IS	35.7	13-->17 20.1
Rest Of Big City	13	21.1	
	17IS	41.3	13-->17 20.2
Suburban Fringe	13	18.0	
	17IS	37.3	13-->17 19.3
Extreme Aff Suburb	13	21.2	
	17IS	50.9	13-->17 29.7



]

Exercise R220, Subtheme C

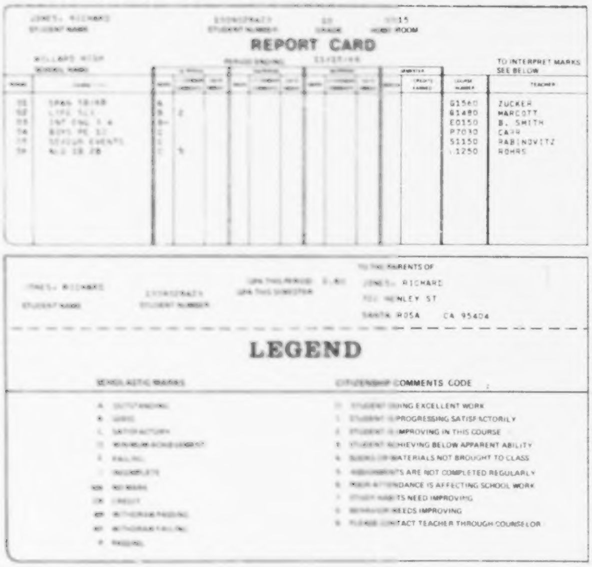
Exercise Administered at Ages 13, 17 and Adult

The respondents were asked to determine which alternative was unrelated to the chart.

Exercise R226, Subtheme D

Exercise Administered at Ages 13 and 17

Look at the following report card. What period of time do these grades cover?


JONES, RICHARD

STUDENT NAME

REPORT CARD

TO INTERPRET MARKS SEE BELOW

			COURSE NUMBER	TEACHER
	SPAN 1B/4B	A	G1560	ZUCKER
	LIFE SCI	B	B1480	MARCOTT
	INT ENG 1 A	B-	E0150	B. SMITH
	BOYS PE 1	C	P7030	CARR
		C	S1150	RABINOVITZ
		C	1250	ROHRS

TO THE PARENTS OF

JONES, RICHARD

HENLEY ST

SANTA ROSA CA 95404

LEGEND

CITIZENSHIP COMMENTS CODE

- STUDENT DOING EXCELLENT WORK
- 1 STUDENT IS PROGRESSING SATISFACTORILY
- 2 STUDENT IS IMPROVING IN THIS COURSE
- 3 STUDENT ACHIEVING BELOW APPARENT ABILITY
- 4 BOOKS OR MATERIALS NOT BROUGHT TO CLASS
- 5 ASSIGNMENTS ARE NOT COMPLETED REGULARLY
- 6 POOR ATTENDANCE IS AFFECTING SCHOOL WORK
- 7 STUDY HABITS NEED IMPROVING
- 8 BEHAVIOR NEEDS IMPROVING
- 9 PLEASE CONTACT TEACHER THROUGH COUNSELOR

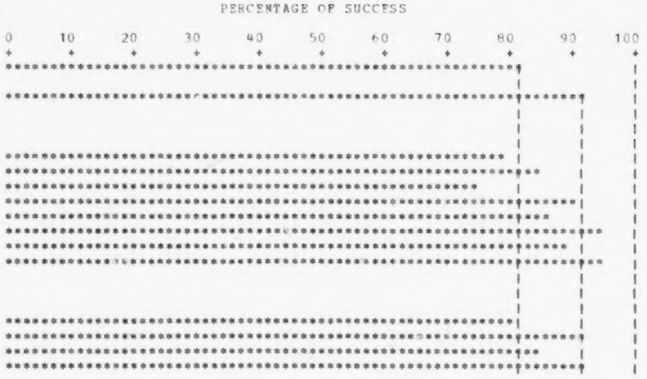
● The first reporting period
○ The second reporting period
○ The entire semester
○ The entire year

○ I don't know.

```
T06 39  3/1  01*R226093 90030080                        13 17
S04 04  3/1  01*R226013 00030080                        13 17
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	13	82.0		
NATIONAL	17	91.5	13-->17	9.5
REGION				
Southeast	13	78.8		
	17	84.6	13-->17	5.8
West	13	74.7		
	17	89.9	13-->17	15.2
Central	13	85.9		
	17	95.0	13-->17	9.1
Northeast	13	88.0		
	17	94.5	13-->17	6.5
SEX				
Male	13	80.1		
	17	90.9	13-->17	10.8
Female	13	84.0		
	17	92.1	13-->17	8.1

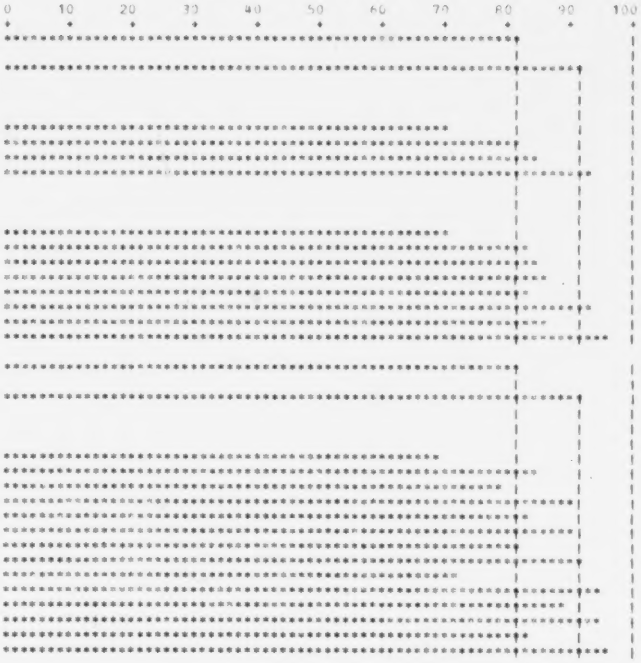


T06 09 3/1 01*X226013 R00300V0 13 17
S04 04 3/1 01*X226013 R00300V0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE
NATIONAL	13	82.0	
NATIONAL	17	91.5	13-->17 9.5
COLOR			
Black	13	70.1	
	17	81.6	13-->17 11.5
White	13	84.3	
	17	93.0	13-->17 8.7
PARENTAL EDUCATION			
No High School	13	70.5	
	17	82.3	13-->17 11.8
Some High School	13	84.6	
	17	85.5	13-->17 1.0
Graduated High Sch.	13	82.8	
	17	92.2	13-->17 9.4
Post High School	13	85.2	
	17	95.2	13-->17 9.9
NATIONAL	13	82.0	
NATIONAL	17IS	91.9	13-->17 9.9
SIZE-AND-TYPE OF COMMUNITY			
Extreme Inner City	13	68.7	
	17IS	84.7	13-->17 15.9
Extreme Rural	13	78.5	
	17IS	90.4	13-->17 11.9
Small City	13	83.5	
	17IS	90.5	13-->17 7.0
Medium City	13	81.8	
	17IS	92.1	13-->17 10.3
Rest Of Big City	13	71.0	
	17IS	94.8	13-->17 23.8
Suburban Fringe	13	88.3	
	17IS	93.9	13-->17 5.6
Extreme Aff Suburb	13	82.6	
	17IS	95.1	13-->17 12.5

PERCENTAGE OF SUCCESS



Exercise R226, Subtheme D

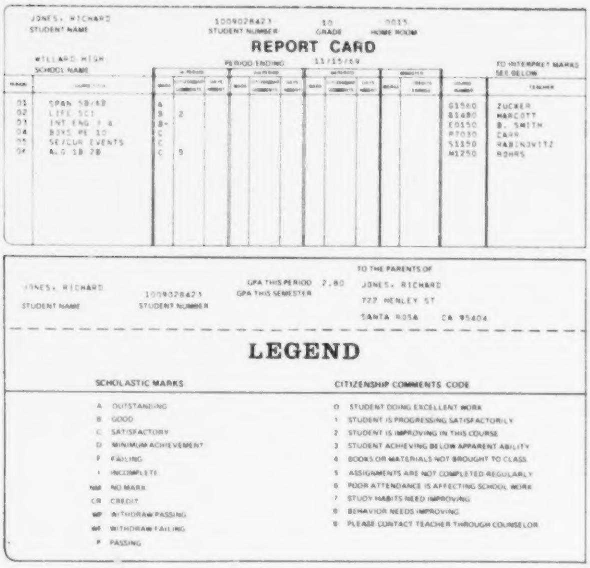
Exercise Administered at Ages 13 and 17

This exercise required the respondent to locate the phrase containing the words "period" and "time" and note the numbers associated with them.

Exercise R227, Subtheme D

Exercise Administered at Ages 13, 17 and Adult

Look at the following report card. This student is improving his work in which subject area?



JONES, RICHARD
STUDENT NAME

1009028423
STUDENT NUMBER

10
GRADE

0015
HOME ROOM

REPORT CARD

WILLARD HIGH
SCHOOL NAME

PERIOD ENDING 11/15/69

TO INTERPRET MARKS SEE BELOW

01	SPAN 5B/6B	A		G1560	ZUCKER
02	LIFE SCI	B	2	B1480	MARCOTT
03	INT ENG 7 8	B-		E0150	B. SMITH
04	BOYS PE 10	C		P7030	CARR
05	SE/CUR EVENTS	C		S1150	RABINOVITZ
06	ALG 1B 2B	C	5	M1250	ROHRS

JONES, RICHARD
STUDENT NAME

1009028423
STUDENT NUMBER

GPA THIS PERIOD 2.80
GPA THIS SEMESTER

TO THE PARENTS OF
JONES, RICHARD
722 HENLEY ST
SANTA ROSA CA 95404

LEGEND

SCHOLASTIC MARKS

- A OUTSTANDING
- B GOOD
- C SATISFACTORY
- D MINIMUM ACHIEVEMENT
- F FAILING
- I INCOMPLETE
- NM NO MARK
- CR CREDIT
- WP WITHDRAW PASSING
- WF WITHDRAW FAILING
- P PASSING

CITIZENSHIP COMMENTS CODE

- 0 STUDENT DOING EXCELLENT WORK
- 1 STUDENT IS PROGRESSING SATISFACTORILY
- 2 STUDENT IS IMPROVING IN THIS COURSE
- 3 STUDENT ACHIEVING BELOW APPARENT ABILITY
- 4 BOOKS OR MATERIALS NOT BROUGHT TO CLASS
- 5 ASSIGNMENTS ARE NOT COMPLETED REGULARLY
- 6 POOR ATTENDANCE IS AFFECTING SCHOOL WORK
- 7 STUDY HABITS NEED IMPROVING
- 8 BEHAVIOR NEEDS IMPROVING
- 9 PLEASE CONTACT TEACHER THROUGH COUNSELOR

○ English

● Foreign language

○ Mathematics

○ Science

○ I don't know.

```
T07 09  3/1  04*X227013 P00300V0                               13 17 A
S09 05  3/1  04*X227013 R00300V0                               13 17 A
A02 16  3/1  04*X227013 R00300V0                               13 17 A
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

```
                      AGE   PERCENTAGE          PERCENTAGE
                     LEVEL  OF SUCCESS          DIFFERENCE

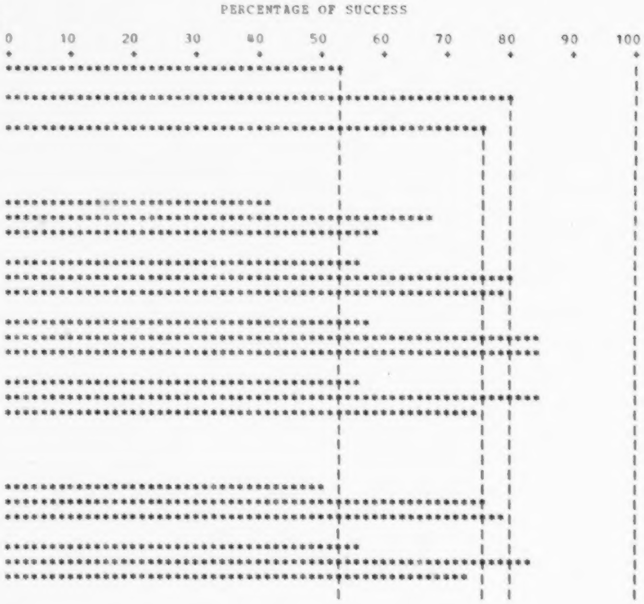
            NATIONAL  13       52.8

            NATIONAL  17       80.0   13-->17  27.2

            NATIONAL  Ad       75.9   17-->Ad  -4.1
                                      13-->Ad  23.1

REGION
           Southeast  13       41.2
                      17       67.1   13-->17  25.9
                      Ad       59.1   17-->Ad  -7.9
                                      13-->Ad  18.0
                West  13       55.6
                      17       80.6   13-->17  25.0
                      Ad       79.1   17-->Ad  -1.5
                                      13-->Ad  23.6
             Central  13       56.8
                      17       84.9   13-->17  28.1
                      Ad       84.8   17-->Ad  -0.0
                                      13-->Ad  28.1
           Northeast  13       56.4
                      17       83.6   13-->17  27.2
                      Ad       74.7   17-->Ad  -8.9
                                      13-->Ad  18.3

SEX
                Male  13       49.6
                      17       76.0   13-->17  26.4
                      Ad       78.8   17-->Ad   2.7
                                      13-->Ad  29.2
              Female  13       55.8
                      17       83.5   13-->17  27.6
                      Ad       73.2   17-->Ad -10.3
                                      13-->Ad  17.3
```



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T07 09  3/1  04*X227013 R00300V0                          13 17 A
S09 05  3/1  04*X227013 R00300V0                          13 17 A
A02 16  3/1  04*X227013 R00300V0                          13 17 A
```
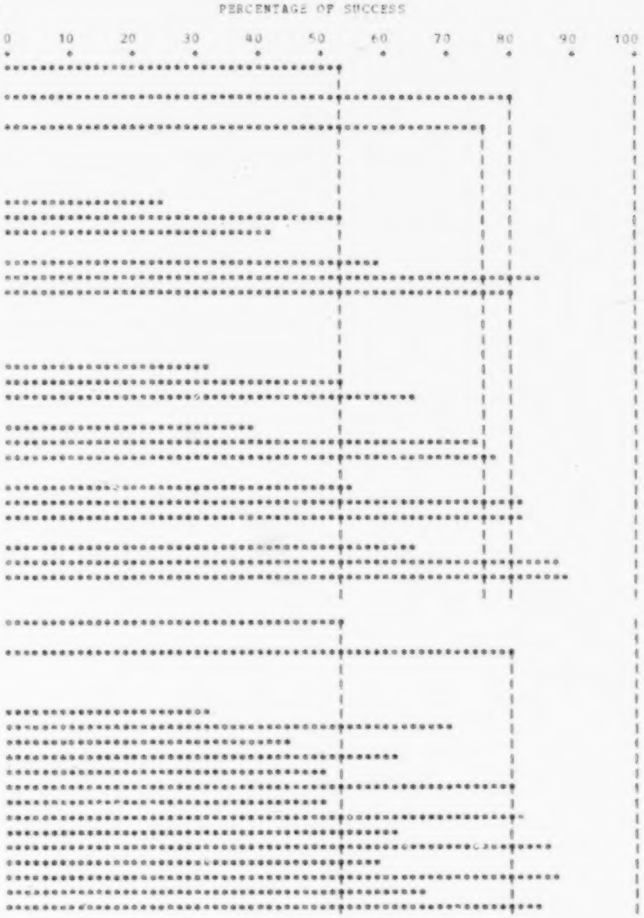

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE
NATIONAL	13	52.8	
NATIONAL	17	80.0	13-->17 27.2
NATIONAL	Ad	75.9	17-->Ad -4.1 13-->Ad 23.1
COLOR			
Black	13	24.5	
	17	53.1	13-->17 28.7
	Ad	41.6	17-->Ad -11.6 13-->Ad 17.1
White	13	58.4	
	17	83.6	13-->17 25.2
	Ad	80.6	17-->Ad -3.0 13-->Ad 22.1
PARENTAL EDUCATION			
No High School	13	31.9	
	17	52.6	13-->17 20.7
	Ad	64.2	17-->Ad 11.6 13-->Ad 32.3
Some High School	13	38.7	
	17	73.9	13-->17 35.2
	Ad	77.6	17-->Ad 3.6 13-->Ad 38.9
Graduated High Sch.	13	54.4	
	17	81.1	13-->17 26.7
	Ad	81.2	17-->Ad 0.1 13-->Ad 26.8
Post High School	13	64.4	
	17	87.4	13-->17 23.0
	Ad	89.1	17-->Ad 1.7 13-->Ad 24.7
NATIONAL	13	52.8	
NATIONAL	17IS	80.4	13-->17 27.5
SIZE-AND-TYPE OF COMMUNITY			
Extreme Inner City	13	31.9	
	17IS	69.4	13-->17 37.6
Extreme Rural	13	44.3	
	17IS	61.3	13-->17 17.0
Small City	13	49.6	
	17IS	79.4	13-->17 29.8
Medium City	13	49.8	
	17IS	81.9	13-->17 32.0
Rest Of Big City	13	61.8	
	17IS	85.4	13-->17 23.6
Suburban Fringe	13	58.8	
	17IS	86.8	13-->17 28.0
Extreme Aff Suburb	13	65.3	
	17IS	84.8	13-->17 19.5



Exercise R227, Subtheme D

Exercise Administered at Ages 13, 17 and Adult

This exercise required the respondent to look up a code in the legend provided at the bottom of the report card.

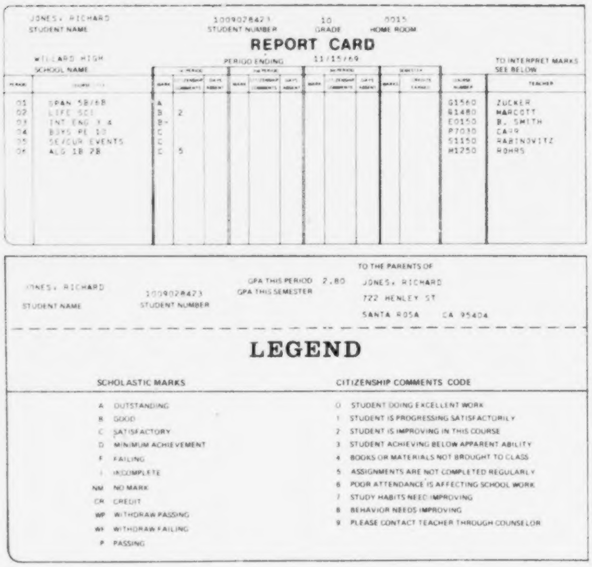
Exercise R228, Subtheme D

Exercise Administered at Ages 13 and 17

Look at the following report card. In which class does this student appear to have a problem?

● Algebra
○ English
○ Physical Education
○ Science

○ I don't know.



JONES, RICHARD
STUDENT NAME

1009028423
STUDENT NUMBER

10
GRADE

0015
HOME ROOM

REPORT CARD

WILLARD HIGH
SCHOOL NAME

PERIOD ENDING 11/15/69

TO INTERPRET MARKS SEE BELOW

		MARK	CITIZENSHIP COMMENTS	COURSE NUMBER	TEACHER
01	SPAN 5B/6B	A		G1560	ZUCKER
02	LIFE SCI	B	2	B1480	MARCOTT
03	INT ENG 3 4	B-		E0150	B. SMITH
04	BOYS PE 10	C		P7030	CARR
05	SE/CUR EVENTS	C		S1150	RABINOVITZ
06	ALG 1B 2B	C	5	M1250	ROHRS

JONES, RICHARD
STUDENT NAME

1009028423
STUDENT NUMBER

GPA THIS PERIOD 2.80
GPA THIS SEMESTER

TO THE PARENTS OF
JONES, RICHARD
722 HENLEY ST
SANTA ROSA CA 95404

LEGEND

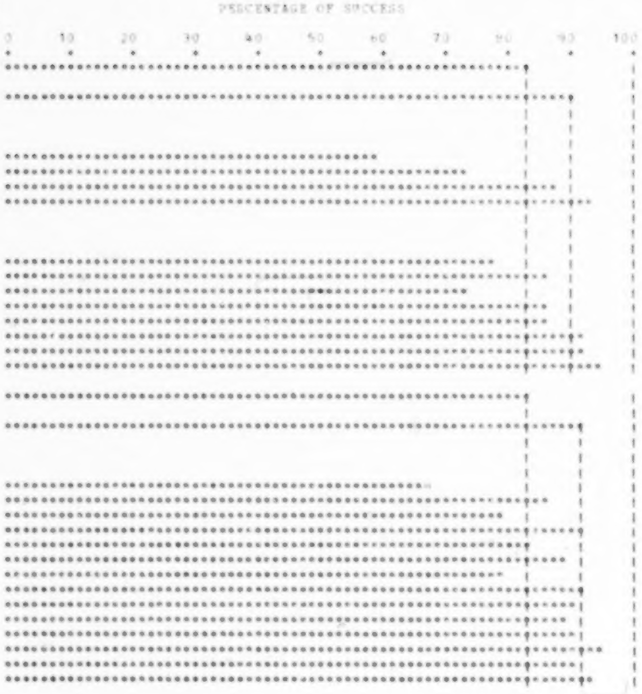
SCHOLASTIC MARKS	
A	OUTSTANDING
B	GOOD
C	SATISFACTORY
D	MINIMUM ACHIEVEMENT
F	FAILING
I	INCOMPLETE
NM	NO MARK
CR	CREDIT
WP	WITHDRAW PASSING
WF	WITHDRAW FAILING
P	PASSING

CITIZENSHIP COMMENTS CODE	
0	STUDENT DOING EXCELLENT WORK
1	STUDENT IS PROGRESSING SATISFACTORILY
2	STUDENT IS IMPROVING IN THIS COURSE
3	STUDENT ACHIEVING BELOW APPARENT ABILITY
4	BOOKS OR MATERIALS NOT BROUGHT TO CLASS
5	ASSIGNMENTS ARE NOT COMPLETED REGULARLY
6	POOR ATTENDANCE IS AFFECTING SCHOOL WORK
7	STUDY HABITS NEED IMPROVING
8	BEHAVIOR NEEDS IMPROVING
9	PLEASE CONTACT TEACHER THROUGH COUNSELOR

```
T08 11  3/1  01*X228013 R00300V0                          13 17
S02 12  3/1  01*X228013 R00300V0                          13 17

                                         NATIONAL AND GROUP PERCENTAGES OF SUCCESS

                     AGE   PERCENTAGE   PERCENTAGE                                             PERCENTAGE OF SUCCESS
                    LEVEL  OF SUCCESS   DIFFERENCE
                                                       0         10        20        30        40        50        60        70        80        90        100
                                                       +         +         +         +         +         +         +         +         +         +         +
            NATIONAL  13      83.3                     ***********************************************************************************+                |

            NATIONAL  17      90.5    13-->17   7.2    ***********************************************************************************+******+         |
                                                                                                                                          |      |         |
REGION                                                                                                                                    |      |         |
           Southeast  13      75.2                     ***************************************************************************        |      |         |
                      17      83.9    13-->17   8.7    ***********************************************************************************+*     |         |
                West  13      84.5                     ***********************************************************************************+*     |         |
                      17      90.0    13-->17   5.5    ***********************************************************************************+******+         |
             Central  13      87.0                     ***********************************************************************************+***   |         |
                      17      93.3    13-->17   6.3    ***********************************************************************************+******+***      |
           Northeast  13      86.0                     ***********************************************************************************+**    |         |
                      17      92.9    13-->17   6.8    ***********************************************************************************+******+**       |
                                                                                                                                          |      |         |
SEX                                                                                                                                       |      |         |
                Male  13      82.7                     ***********************************************************************************+      |         |
                      17      88.5    13-->17   5.8    ***********************************************************************************+******|         |
              Female  13      84.0                     ***********************************************************************************+*     |         |
                      17      92.6    13-->17   8.6    ***********************************************************************************+******+**       |
T08 11  3/1  01*X228013 R00300V0                          13 17
S02 12  3/1  01*X228013 R00300V0                          13 17
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

```
                         AGE     PERCENTAGE          PERCENTAGE
                        LEVEL    OF SUCCESS          DIFFERENCE

            NATIONAL     13         83.3

            NATIONAL     17         90.5     13-->17    7.2


COLOR
               Black     13         58.0
                         17         73.4     13-->17   15.4
               White     13         86.9
                         17         92.7     13-->17    5.9


PARENTAL EDUCATION
      No High School     13         76.6
                         17         85.0     13-->17    8.4
    Some High School     13         72.6
                         17         85.9     13-->17   13.4
 Graduated High Sch.     13         85.7
                         17         91.7     13-->17    6.0
    Post High School     13         90.8
                         17         94.1     13-->17    3.3

            NATIONAL     13         83.3

            NATIONAL     17IS       90.8     13-->17    7.5

SIZE-AND-TYPE
OF COMMUNITY
  Extreme Inner City     13         66.8
                         17IS       85.1     13-->17   18.3
       Extreme Rural     13         78.9
                         17IS       91.5     13-->17   12.6
          Small City     13         82.7
                         17IS       88.2     13-->17    5.6
         Medium City     13         79.3
                         17IS       91.7     13-->17   12.4
    Rest Of Big City     13         89.5
                         17IS       89.1     13-->17   -0.4
    Suburban Fringe      13         89.5
                         17IS       94.4     13-->17    4.9
  Extreme Aff Suburb     13         89.4
                         17IS       93.6     13-->17    4.2
```



Exercise R228, Subtheme D

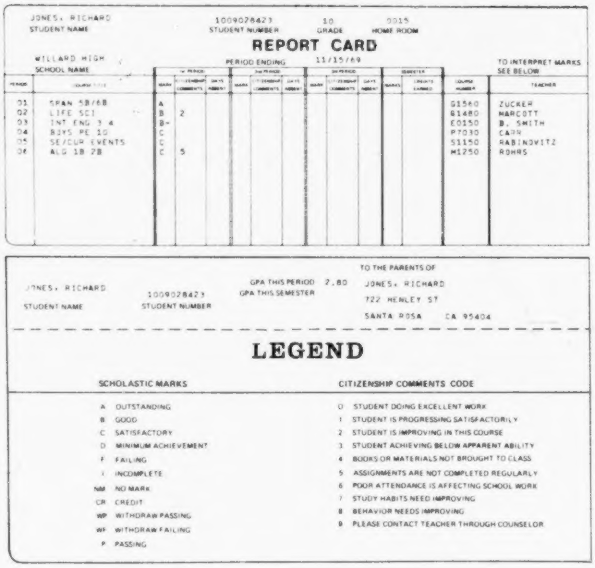
Exercise Administered at Ages 13 and 17

A respondent answered this question acceptably if he understood that "assignments not completed regularly" is a problem.

Exercise R231, Subtheme D

Exercise Administered at Ages 13 and 17

Look at the following report card. According to the report card, in what subject area did the student do BEST?



JONES, RICHARD
STUDENT NAME

1009028423
STUDENT NUMBER

10
GRADE

0015
HOME ROOM

REPORT CARD

WILLARD HIGH
SCHOOL NAME

PERIOD ENDING 11/15/69

TO INTERPRET MARKS
SEE BELOW

01	SPAN 5B/6B	A		G1560	ZUCKER
02	LIFE SCI	B	2	B1480	MARCOTT
03	INT ENG 3 4	B-		E0150	B. SMITH
04	BOYS PE 10	C		P7030	CARR
05	SE/CUR EVENTS	C		S1150	RABINOVITZ
06	ALG 1B 2B	C	5	M1250	ROHRS

JONES, RICHARD
STUDENT NAME

1009028423
STUDENT NUMBER

GPA THIS PERIOD 2.80
GPA THIS SEMESTER

TO THE PARENTS OF
JONES, RICHARD
722 HENLEY ST
SANTA ROSA CA 95404

LEGEND

SCHOLASTIC MARKS		CITIZENSHIP COMMENTS CODE	
A	OUTSTANDING	0	STUDENT DOING EXCELLENT WORK
B	GOOD	1	STUDENT IS PROGRESSING SATISFACTORILY
C	SATISFACTORY	2	STUDENT IS IMPROVING IN THIS COURSE
D	MINIMUM ACHIEVEMENT	3	STUDENT ACHIEVING BELOW APPARENT ABILITY
F	FAILING	4	BOOKS OR MATERIALS NOT BROUGHT TO CLASS
I	INCOMPLETE	5	ASSIGNMENTS ARE NOT COMPLETED REGULARLY
NM	NO MARK	6	POOR ATTENDANCE IS AFFECTING SCHOOL WORK
CR	CREDIT	7	STUDY HABITS NEED IMPROVING
WP	WITHDRAW PASSING	8	BEHAVIOR NEEDS IMPROVING
WF	WITHDRAW FAILING	9	PLEASE CONTACT TEACHER THROUGH COUNSELOR
P	PASSING		

○ English

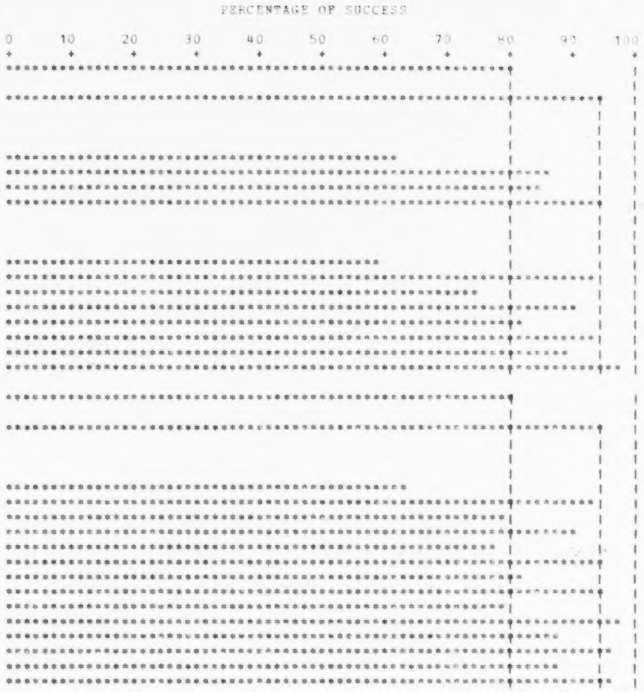
● Foreign language

○ Mathematics

○ Science

○ I don't know.

```
T09 10  3/1  02*X231013 R00300V0                          13 17
S01 02  3/1  02*X231013 R00300V0                          13 17

                                    NATIONAL AND GROUP PERCENTAGES OF SUCCESS

                        AGE    PERCENTAGE      PERCENTAGE                        PERCENTAGE OF SUCCESS
                       LEVEL   OF SUCCESS      DIFFERENCE
                                                          0         10        20        30        40        50        60        70        80        90        100
                                                          +         +         +         +         +         +         +         +         +         +         +
             NATIONAL   13       80.4                     ********************************************************************************|                   |
             NATIONAL   17       93.8     13-->17  13.5   **********************************************************************************************|     |
                                                                                                                                          |             |     |
REGION                                                                                                                                    |             |     |
           Southeast    13       77.9                     ******************************************************************************  |             |     |
                        17       92.3     13-->17  14.4   ********************************************************************************************  |     |
                West    13       78.0                     ******************************************************************************  |             |     |
                        17       94.5     13-->17  16.5   **********************************************************************************************|     |
             Central    13       86.2                     **************************************************************************************        |     |
                        17       94.8     13-->17   8.6   ***********************************************************************************************    |
           Northeast    13       78.2                     ******************************************************************************  |             |     |
                        17       93.3     13-->17  15.1   ********************************************************************************************* |     |
                                                                                                                                          |             |     |
SEX                                                                                                                                       |             |     |
                Male    13       78.6                     *******************************************************************************|             |     |
                        17       91.7     13-->17  13.1   ********************************************************************************************  |     |
              Female    13       82.2                     **********************************************************************************            |     |
                        17       95.7     13-->17  13.4   ************************************************************************************************   |
T09 10  3/1  02*X231013 R00300V0                         13 17
S01 02  3/1  02*X231013 R00300V0                         13 17

                                  NATIONAL AND GROUP PERCENTAGES OF SUCCESS

                         AGE    PERCENTAGE        PERCENTAGE
                        LEVEL   OF SUCCESS        DIFFERENCE

             NATIONAL    13        80.4

             NATIONAL    17        93.8    13-->17  13.5


COLOR
                Black    13        61.6
                         17        85.2    13-->17  23.6
                White    13        84.6
                         17        94.9    13-->17  10.3


PARENTAL EDUCATION
       No High School    13        59.2
                         17        92.5    13-->17  33.3
     Some High School    13        74.0
                         17        89.8    13-->17  15.8
  Graduated High Sch.    13        80.9
                         17        93.5    13-->17  12.7
     Post High School    13        88.0
                         17        96.6    13-->17   8.6

             NATIONAL    13        80.4

             NATIONAL    17IS      94.5    13-->17  14.1

SIZE-AND-TYPE
OF COMMUNITY
  Extreme Inner City     13        62.2
                         17IS      92.5    13-->17  30.3
        Extreme Rural    13        77.9
                         17IS      90.7    13-->17  12.8
           Small City    13        77.2
                         17IS      93.6    13-->17  16.4
          Medium City    13        81.4
                         17IS      94.8    13-->17  13.5
     Rest Of Big City    13        78.6
                         17IS      97.3    13-->17  18.6
     Suburban Fringe     13        87.2
                         17IS      95.6    13-->17   8.4
  Extreme Aff Suburb     13        86.9
                         17IS      96.0    13-->17   9.1
```



Exercise R231, Subtheme D

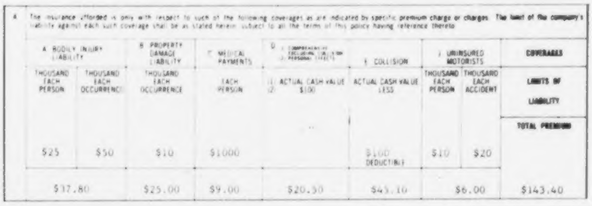
Exercise Administered at Ages 13 and 17

To respond acceptably, a respondent would have to know that an "A" is the best possible grade and "Spanish" is a foreign language.

Exercise P236, Subtheme D

Exercise Administered at Ages 13, 17 and Adult

Below is an excerpt from an automobile insurance policy. Look at it carefully and then answer the questions which follow it.



A The insurance afforded is only with respect to such of the following coverages as are indicated by specific premium charge or charges. The limit of the company's liability against each such coverage shall be as stated herein, subject to all the terms of this policy having reference thereto.

A. BODILY INJURY LIABILITY		B. PROPERTY DAMAGE LIABILITY	C. MEDICAL PAYMENTS	D. 1. COMPREHENSIVE EXCLUDING COLLISION 2. PERSONAL EFFECTS	E. COLLISION	J. UNINSURED MOTORISTS		COVERAGES
THOUSAND EACH PERSON	THOUSAND EACH OCCURRENCE	THOUSAND EACH OCCURRENCE	EACH PERSON	(1) ACTUAL CASH VALUE (2) $100	ACTUAL CASH VALUE LESS	THOUSAND EACH PERSON	THOUSAND EACH ACCIDENT	LIMITS OF LIABILITY
$25	$50	$10	$1000		$100 DEDUCTIBLE	$10	$20	TOTAL PREMIUM
$37.80		$25.00	$9.00	$20.50	$45.10	$6.00		$143.40

A. What is the maximum amount for which this policy covers medical bills?

● $ 1,000

○ $ 5,000

○ $10,000

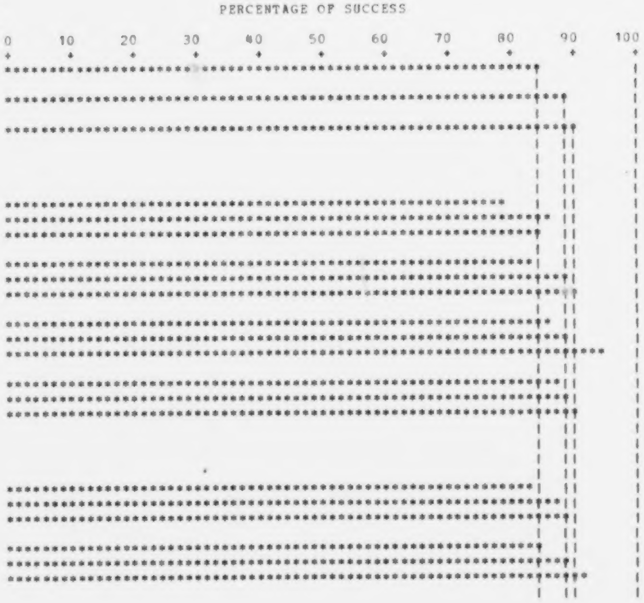
○ $25,000

○ I don't know.

```
T13 10  3/1  01*X236010 U10300V0                    13 17 A
S04 09  3/1  01*X236010 U10300V0                    13 17 A
A06 06  3/1  01*X236010 U10300V0                    13 17 A
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	13	83.6		
	NATIONAL	17	88.0	13-->17	4.4
	NATIONAL	Ad	90.1	17-->Ad	2.1
				13-->Ad	6.5
REGION	Southeast	13	78.6		
		17	86.4	13-->17	7.8
		Ad	83.7	17-->Ad	-2.7
				13-->Ad	5.1
	West	13	83.4		
		17	88.1	13-->17	4.7
		Ad	90.5	17-->Ad	2.3
				13-->Ad	7.0
	Central	13	85.6		
		17	88.7	13-->17	3.0
		Ad	93.6	17-->Ad	4.9
				13-->Ad	8.0
	Northeast	13	86.6		
		17	88.4	13-->17	1.8
		Ad	90.5	17-->Ad	2.1
				13-->Ad	3.9
SEX	Male	13	82.6		
		17	87.8	13-->17	5.2
		Ad	88.5	17-->Ad	0.6
				13-->Ad	5.8
	Female	13	84.5		
		17	88.2	13-->17	3.7
		Ad	91.7	17-->Ad	3.4
				13-->Ad	7.1



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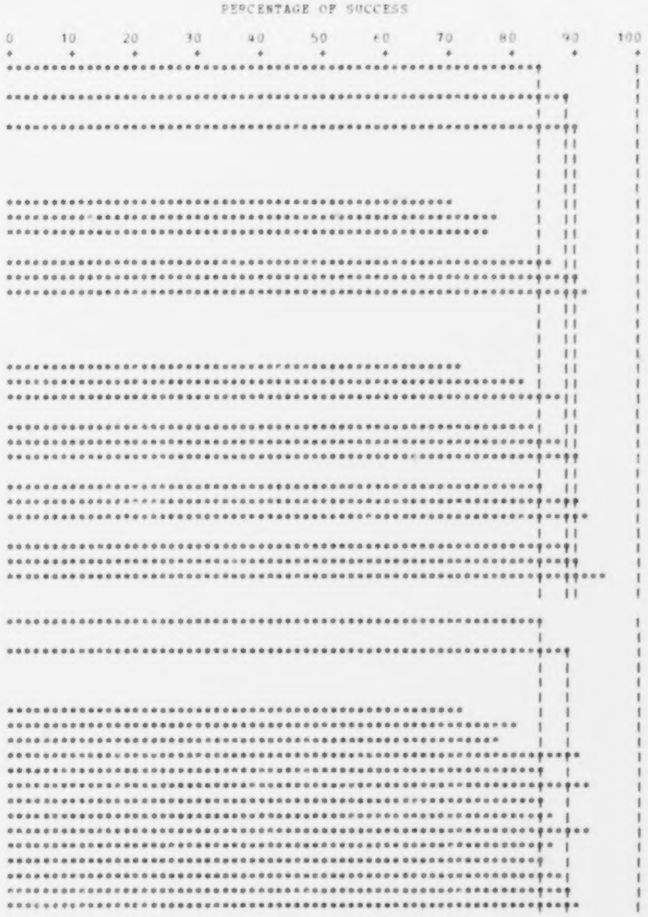
T13 10  3/1  01*X236010 U10300V0                        13 17 A
S04 09  3/1  01*X236010 U10300V0                        13 17 A
A06 06  3/1  01*X236010 U10300V0                        13 17 A
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	13	83.6		
NATIONAL	17	88.0	13-->17	4.4
NATIONAL	Ad	90.1	17-->Ad	2.1
			13-->Ad	6.5
COLOR				
Black	13	69.6		
	17	77.7	13-->17	8.1
	Ad	76.4	17-->Ad	-1.4
			13-->Ad	6.7
White	13	86.1		
	17	89.4	13-->17	3.2
	Ad	91.9	17-->Ad	2.5
			13-->Ad	5.7
PARENTAL EDUCATION				
No High School	13	71.1		
	17	80.9	13-->17	9.8
	Ad	86.9	17-->Ad	5.9
			13-->Ad	15.7
Some High School	13	83.5		
	17	86.7	13-->17	3.2
	Ad	90.2	17-->Ad	3.5
			13-->Ad	6.7
Graduated High Sch.	13	83.6		
	17	89.8	13-->17	6.2
	Ad	91.8	17-->Ad	1.9
			13-->Ad	8.1
Post High School	13	88.6		
	17	90.0	13-->17	1.4
	Ad	93.8	17-->Ad	3.8
			13-->Ad	5.2
NATIONAL	13	83.6		
NATIONAL	17IS	88.2	13-->17	4.5
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	71.2		
	17IS	79.8	13-->17	8.6
Extreme Rural	13	77.0		
	17IS	89.5	13-->17	12.5
Small City	13	84.1		
	17IS	91.6	13-->17	7.5
Medium City	13	84.5		
	17IS	86.2	13-->17	1.7
Rest Of Big City	13	91.5		
	17IS	86.1	13-->17	-5.4
Suburban Fringe	13	84.4		
	17IS	86.9	13-->17	2.5
Extreme Aff Suburb	13	88.0		
	17IS	90.6	13-->17	2.5



B. What is the maximum amount this policy would pay in case you injured another person in an automobile accident?

○ $ 25

○ $ 1,000

○ $ 5,000

● $25,000

○ I don't know.

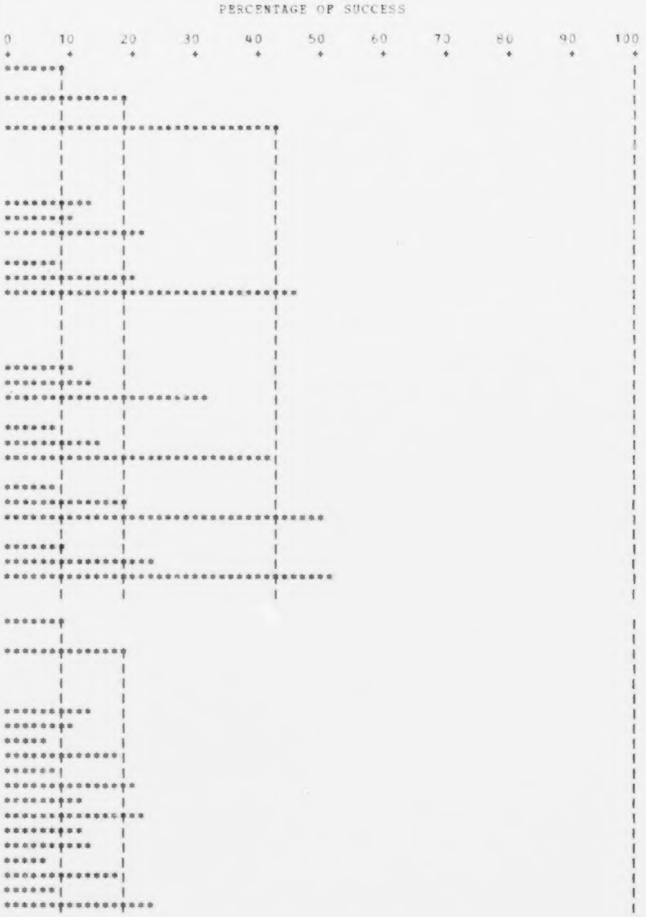
```
T13 10  4/1  04*X236020 U10300V0                                    13 17 A
S04 09  4/1  04*X236020 U10300V0                                    13 17 A
A06 06  4/1  04*X236020 U10300V0                                    13 17 A
```

```
                                          NATIONAL AND GROUP PERCENTAGES OF SUCCESS

                 AGE  PERCENTAGE      PERCENTAGE                                PERCENTAGE OF SUCCESS
                LEVEL OF SUCCESS      DIFFERENCE
                                                   0      10      20      30      40      50      60      70      80      90     100
                                                   +       +       +       +       +       +       +       +       +       +       +
      NATIONAL    13        8.1                    ********                                                                        |
                                                          |                                                                        |
      NATIONAL    17       19.2    13-->17  11.1   ****************                                                                |
                                                          |       |                                                                |
      NATIONAL    Ad       42.5    17-->Ad  23.3   ***********************************                                             |
                                   13-->Ad  34.4          |       |                  |                                             |
                                                          |       |                  |                                             |
                                                          |       |                  |                                             |
REGION                                                    |       |                  |                                             |
     Southeast    13        9.6                    *********      |                  |                                             |
                  17       14.5    13-->17   4.8   ************   |                  |                                             |
                  Ad       36.2    17-->Ad  21.7   ******************************    |                                             |
                                   13-->Ad  26.5          |       |                  |                                             |
          West    13        7.8                    ****** |       |                  |                                             |
                  17       16.8    13-->17   9.0   ***************|                  |                                             |
                  Ad       41.7    17-->Ad  24.9   **********************************|                                             |
                                   13-->Ad  33.9          |       |                  |                                             |
       Central    13        7.8                    ****** |       |                  |                                             |
                  17       25.5    13-->17  17.8   *********************             |                                             |
                  Ad       42.3    17-->Ad  16.7   ***********************************                                             |
                                   13-->Ad  34.5          |       |                  |                                             |
     Northeast    13        7.3                    ****** |       |                  |                                             |
                  17       17.7    13-->17  10.4   ***************|                  |                                             |
                  Ad       47.6    17-->Ad  29.9   ***************************************                                         |
                                   13-->Ad  40.3          |       |                  |                                             |
                                                          |       |                  |                                             |
                                                          |       |                  |                                             |
SEX                                                       |       |                  |                                             |
          Male    13        8.4                    ********       |                  |                                             |
                  17       22.1    13-->17  13.7   ******************                |                                             |
                  Ad       56.0    17-->Ad  33.9   *********************************************                                   |
                                   13-->Ad  47.6          |       |                  |                                             |
        Female    13        7.8                    ****** |       |                  |                                             |
                  17       16.0    13-->17   8.2   *************  |                  |                                             |
                  Ad       29.6    17-->Ad  13.6   *************************         |                                             |
                                   13-->Ad  21.8          |       |                  |                                             |
T13 10  4/1  04*X236020 U10300V0                                    13 17 A
S04 09  4/1  04*X236020 U10300V0                                    13 17 A
A06 06  4/1  04*X236020 U10300V0                                    13 17 A
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	13	8.1		
NATIONAL	17	19.2	13-->17	11.1
NATIONAL	Ad	42.5	17-->Ad	23.3
			13-->Ad	34.4
COLOR				
Black	13	13.1		
	17	9.8	13-->17	-3.3
	Ad	21.4	17-->Ad	11.7
			13-->Ad	8.4
White	13	7.3		
	17	20.6	13-->17	13.3
	Ad	45.3	17-->Ad	24.7
			13-->Ad	38.0
PARENTAL EDUCATION				
No High School	13	9.6		
	17	13.4	13-->17	3.8
	Ad	31.0	17-->Ad	17.6
			13-->Ad	21.4
Some High School	13	7.2		
	17	14.9	13-->17	7.7
	Ad	41.0	17-->Ad	26.1
			13-->Ad	33.8
Graduated High Sch.	13	7.8		
	17	18.6	13-->17	10.8
	Ad	50.6	17-->Ad	32.0
			13-->Ad	42.8
Post High School	13	8.1		
	17	22.9	13-->17	14.8
	Ad	51.4	17-->Ad	28.5
			13-->Ad	43.3
NATIONAL	13	8.1		
NATIONAL	17IS	18.9	13-->17	10.8
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	13.1		
	17IS	9.3	13-->17	-3.8
Extreme Rural	13	6.3		
	17IS	17.7	13-->17	11.4
Small City	13	7.2		
	17IS	20.2	13-->17	13.0
Medium City	13	10.8		
	17IS	21.8	13-->17	11.0
Rest Of Big City	13	11.3		
	17IS	13.2	13-->17	1.9
Suburban Fringe	13	5.9		
	17IS	17.5	13-->17	11.7
Extreme Aff Suburb	13	7.6		
	17IS	23.0	13-->17	15.3



Exercise R236, Subtheme D

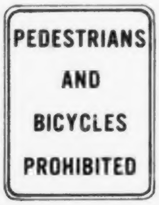
Exercise Administered at Ages 13, 17 and Adult

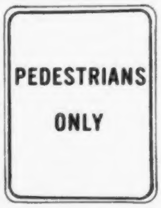
The acceptable response could be located by locating the only column in the table containing the word "medical" or by knowing that medical payments cover medical bills.

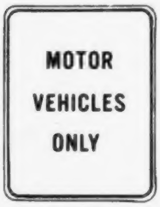
Exercise R239, Subtheme B

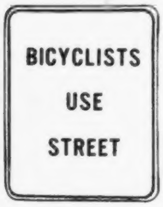
Exercise Administered at Ages 17 and Adult

Which sign shows where walking is permitted?

○ 
PEDESTRIANS
AND
BICYCLES
PROHIBITED

○ 
PEDESTRIANS
ONLY

○ 
MOTOR
VEHICLES
ONLY

● 
BICYCLISTS
USE
STREET

○ I don't know.

```
S05 02  3/1  03*X239011 R10000V0                              17 A
A02 02  3/1  03*X239011 R10000V0                              17 A
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

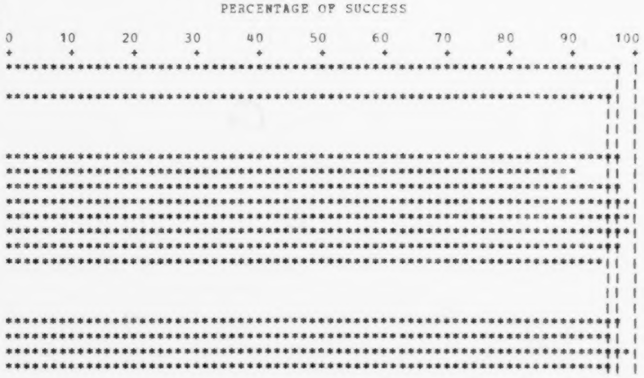
```
                      AGE    PERCENTAGE       PERCENTAGE
                     LEVEL   OF SUCCESS       DIFFERENCE

          NATIONAL    17        97.8

          NATIONAL    Ad        95.7     17-->Ad  -2.1

REGION
         Southeast    17        97.1
                      Ad        89.3     17-->Ad  -7.8
              West    17        97.8
                      Ad        98.2     17-->Ad   0.4
           Central    17        98.7
                      Ad        98.4     17-->Ad  -0.3
         Northeast    17        97.3
                      Ad        94.8     17-->Ad  -2.4

SEX
              Male    17        97.7
                      Ad        96.3     17-->Ad  -1.4
            Female    17        97.9
                      Ad        95.2     17-->Ad  -2.7
```



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305 02  3/1  03*X239011 910000V0                              17 A
A02 02  3/1  03*X239011 910000V0                              17 A

                                         NATIONAL AND GROUP PERCENTAGES OF SUCCESS

                        AGE    PERCENTAGE        PERCENTAGE
                       LEVEL   OF SUCCESS        DIFFERENCE

            NATIONAL    17        97.8

            NATIONAL    Ad        95.7     17-->Ad  -2.1


COLOR
               Black    17        95.0
                        Ad        84.9     17-->Ad -10.1
               White    17        98.1
                        Ad        97.0     17-->Ad  -1.1


PARENTAL EDUCATION
      No High School    17        95.9
                        Ad        94.2     17-->Ad  -1.7
    Some High School    17        96.9
                        Ad        98.4     17-->Ad   1.5
 Graduated High Sch.    17        97.2
                        Ad        96.4     17-->Ad  -0.9
    Post High School    17        99.2
                        Ad        97.8     17-->Ad  -1.3

            NATIONAL    17IS      98.1

SIZE-AND-TYPE
OF COMMUNITY
  Extreme Inner City    17IS      94.9
     Extreme Rural      17IS      96.6
         Small City     17IS      98.2
        Medium City     17IS      99.0
    Rest Of Big City    17IS      97.9
    Suburban Fringe     17IS      98.4
  Extreme Aff Suburb    17IS      99.3
```

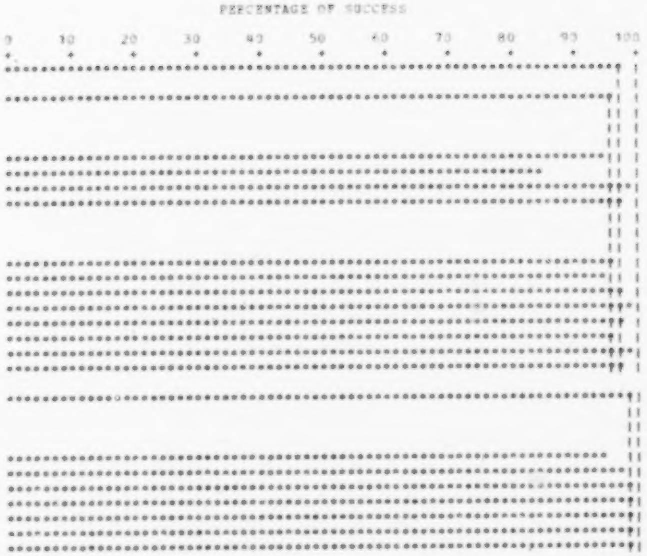

Exercise R239, Subtheme B

Exercise Administered at Ages 17 and Adult

This exercise required that the respondent understand the meanings of the words "pedestrians" and "prohibited."

*U.S. Government Printing Office: 1973-783-339/184 Region 8